2018-2019

UNIVERSITY OF PHOENIX

BAY AREA REGION

ACADEMIC CATALOG

Volume 52

July 1, 2018 through June 30, 2019 catalog

With Updates Added:

December 1, 2018

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

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

Dr. John G. Sperling

Founder

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Bay Area Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following four metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Oakland - Fremont, CA	$1,693 - 3,558
San Francisco, CA	$2,255 - 3,912
San Jose - Sunnyvale - Santa Clara, CA	$2,212 - 4,198

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. You can obtain a copy of this report by contacting your designated Campus Safety Coordinator or by accessing the following Web site:

http://www.phoenix.edu/about_us/campus-safety.html.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2018

GENERAL POLICY UPDATES

- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Institutionally Scheduled Breaks section was updated. (see UNIVERSITY POLICIES)
- The Facilities section was updated. (see FACILITIES)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

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

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

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

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

Official School Colors

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

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

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

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

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

Accreditation and Affiliations

Regional Accreditation

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

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

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

College of Humanities and Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street,Suite 510
Alexandria, VA 22314

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

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

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and

technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

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

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

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

Academic Programs

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

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize information from the desktop. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expected to use throughout their academic programs and careers

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

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

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained in the University Library's resources. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

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

Electronic Reserve Readings

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

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Find and Research Guides on the library homepage.

- The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
- The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

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

Current Resources of the University Library

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

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

The University's faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

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

Curriculum

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

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

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

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

University of Phoenix College Credit Bearing Course Recommendations

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

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

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

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

Degree Level & Minimum Total Semester Credits:

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

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

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

Learning Teams

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

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

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University prior to their start date.

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
  - A noise-cancelling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
  - Public access computers may not permit usage of web cameras.

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

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:.

Operating System

	Minimum	Recommended
Microsoft® Windows	Windows 7	Windows 10 or higher
Apple® Mac OS X	Mac OS X 10.10	Latest Version

Microsoft® Windows may be required for some technology courses.

Web Browser

Windows

Browser	Minimum	Recommended
Google® Chrome	48 or higher	Latest Version
Mozilla® Firefox	45 ESR	Latest Version
Internet Explorer	10 or higher	Latest Version
Microsoft® Edge	38 or higher	Latest Version

Mac OS X

Browser	Minimum	Recommended
Apple® Safari	8 or higher	Latest Version
Google® Chrome	48 or higher	Latest Version
Mozilla® Firefox	45 ESR	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft® Office 2013 or later for a personal computer (PC), Microsoft® Office 2011 or later for a Mac.
- An up to date installation of Adobe® Reader
- An up to date installation of the Adobe® Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings
- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft® Visio
- Microsoft® Project

Please note that much of the software required above can be found in the University Marketplace or the online Microsoft® Office offer for enrolled students.

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix or Blackboard™ mobile apps. Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

The College of Information Systems and Technology

The College of Information Systems and Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

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

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

School of Advanced Studies

The School of Advanced Studies requires doctoral learners to bring a laptop computer that meets the above technology requirements to residencies.

eCampus: Student and Faculty Portal

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

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic

class environment is where assignments are turned in and exams are completed. Each student's eCampus login credentials are unique; students must not share their login credentials with anyone.

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

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

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

Classroom Recording Policy

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

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

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

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

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UNIVERSITY POLICIES

Determining Enrollment at the University

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

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

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

Academically Related Activities

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

- Messages in a course
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

Courses offered in Blackboard:

- Discussion posts in a course (Blackboard "Messages" do not count towards course attendance)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

ARAs will not generate for activities in Audited (AU) courses. Blackboard "Messages" do not count towards course attendance.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2018/2019 award year is December 25, 2018 - January 5, 2019.

For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:

- The Thanksgiving institutionally scheduled break is November 21, 2018-November 25, 2018.

- The University's Mardi Gras institutionally scheduled break (Louisiana campus only) is March 1,2019- March 5, 2019.
- Other observed holiday institutionally scheduled breaks (e.g. Memorial Day, Labor Day, President's Day, etc.): a one week institutionally scheduled break will be placed on a student's record in the event that he/she is enrolled in a course that has been extended at a local campus due to an observed holiday; actual dates of the institutionally schedule break will vary based upon the observed holiday.

Course Attendance Policy

Attendance is mandatory in all university courses. Students satisfy course attendance requirements through the activities listed below:

- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
  - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week
    - Blackboard "Messages" do not count towards course attendance.
  - Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if stu-

dents miss more than the maximum allowed absences. Refer to the chart below:

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

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

Leave of Absence

- Students who need to take a formal break from their program may request a Leave of Absence (LOA). All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.

- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period.
- An LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which he/she took the LOA.
- Student must return on the date designated as the Return Date on his/her LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal Policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).
- Official Withdrawal: Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
- Unofficial Withdrawal: Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
    -For a student with an approved leave of absence, the University will review the student record on or after the original approved return date.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
    -For a student with an approved leave of absence, the DOD is the day after the student's scheduled return date.

- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
- Administrative Withdrawal: Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
- The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
- The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Calendar

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

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

2018-2019 Holiday Calendar

4th of July	July 4, 2018
Labor Day	September 3, 2018
Thanksgiving	November 21, 2018 - November 25, 2018
Winter Break	December 23, 2018 - January 5, 2019
Martin Luther King Jr Day	January 21, 2019
President's Day	February 18, 2019
Good Friday	April 19, 2019
Easter	April 21, 2019
Memorial Day	May 27, 2019

Course Equivalencies

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

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

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

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

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

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

Course Cancellation

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

Directed Study

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

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

Concurrent Enrollment

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

or end dates overlap.

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

Multiple University Credentials

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

- Only one degree in a specific discipline may be earned at each program level (i.e. bachelor and/or graduate); however, students can earn multiple degrees in different disciplines. For purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
  - Graduate degree-seeking students must complete a minimum of 18 credits toward an additional graduate degree. Exceptions are outlined within programmatic policies.
  - Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor degree's required course of study in order to meet residency.
  - Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS). EdS graduates may return to the School of Advanced Studies and earn a doctorate degree.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

A degree or certificate cannot be conferred if all of the required courses were completed prior to the program version's approval and availability in the student's state or jurisdiction.

Maximum Credit Limits

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

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

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

Course Credits

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

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

Student Identification

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

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

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

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

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

security numbers.

Letter Request

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

Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the letter is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the letter containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

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

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

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

Forms

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

University of Phoenix cannot comply with or complete certain forms. Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the form is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the form containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

Record Maintenance

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

Course Audit Policy

With approval of the Campus Director of Academic Affairs or designated appointee, students may register for and audit University courses.

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assign-

ment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

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

ARAs will not generate in Audited (AU) courses regardless of activity type.

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

Servicemember Readmission

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

The Military Deployment and Servicemember Readmission policies will also apply to servicemembers and reservists that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

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

The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) should give advanced verbal or written notice to Student Services as far in advance as I reasonable under the circumstances of the student's upcoming deployment. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years

The student must give oral or written notice of her intent to return to the school within three years after the completion of the period of service.

- A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to reenroll within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established leave of absence policy and general practices.

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

1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,

2. A dismissal of such person permitted under section 1161(a) of Title 10, USC,

3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided a student meets the readmission criteria, the University must promptly readmit the student to his/her program by assisting the student in enrolling in the next available class or classes in his/her program unless the student requests a later date of readmission or unusual circumstances require the University to admit the student at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not begin attendance because of service in the uniformed services. The student will be considered to be enrolled with the same academic status as long as the University admits the student:

1. To the same program to which he or she was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to admission to a different program.

2. At the same enrollment status that the student last held, unless the student requests or agrees to admission at a different enrollment status.

3. With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.

4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.

5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. However, if the student's veteran's education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school will assess those charges to the student as well. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point he or she left off, the University determines that the student is unable to complete the program, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point he or she left off or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

The University of Phoenix adheres to the Higher Education Opportunity Act (HEOA) to support the educational needs of service-member students who are deployed.

At the time a student learns he or she will be deployed, students are advised to notify Student Services either orally or in writing. It is recommended that documents sufficient to show the student will be deployed, such as, but not limited to, a copy of the military deployment paperwork or a signed official letter from the commanding officer, be submitted to the student's campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student's file for future reference.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

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

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

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

Students scheduled to be deployed for active military duty are advised to contact their campus Financial Representative regarding the status of their account and/or financial aid.

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

In the event the student wishes to re-enter following deployment, the University's Servicemember Readmission policy will apply.

Transient Student Policy

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

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

Students attending the University as transient students:

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

Preferred Transfer Institution Policy Exceptions

Applicants to the University of Phoenix who are transferring from closed (or closing) institutions will be allowed exceptions to specific University of Phoenix admission and academic policies if University of Phoenix is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

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

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.

2. American Council on Education credit recommendations

3. National testing program credit earned from:
   a. College Level Examination Program (CLEP®)
   b. Excelsior
   c. Berlitz
   d. National League of Nursing Exams (NLN)
   e. Advanced Placement Examinations (AP)
   f. Defense Language Proficiency Tests (DLPT)
   g. College Level General Education Development (GED)
   h. DSST Exams (previously DANTES and USAFI)

4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University's Colleges, Schools, or Provost's Office.

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

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

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

Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory may be accepted towards student's degree requirements.

2. Acceptable transfer activities will be transferred as semester hour credit.

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

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

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

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

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

State	Total Credit Awards	Areas Restricted
California Residents (Ground Campuses)	30 for Bachelors Programs 15 for Associate Programs	• National Testing Programs- Including A.C.E. evaluated military or workforce training activities (i.e. StraighterLine) • Portfolio Assessments • Experiential Essays

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

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

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

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

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

Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

A signed Enrollment/Disclosure Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Credit Transfer

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

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

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide academic records, including an official transcript, for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Articulation Agreements

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

Corporate Partnerships

A list of corporations with which University of Phoenix has established credit recommendation guides through corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC

DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at https://gosoced.org/ and https://gosoced.org/search-the-network. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

Nondiscrimination Policy

University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices.

The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status gender variance, age, ethnicity, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law.

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

Discrimination Grievance Procedures:

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

2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

a. All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sex discrimination (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.

b. The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

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

a. The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimi-

nation and the alleged actions.

b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:

i. If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.

ii. If the accusation is against a student then the Student Code of Conduct procedures apply.

iii. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

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

Harassment Policy

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

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

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

Harassment Grievance Procedures

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

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

- All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sexual harassment (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
- The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

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

- The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
- If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
  - If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
  - If the accusation is against a student then the Student Code of Conduct procedures apply.
  - If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
  - In the event that the University finds that the harassment was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.
- In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Accessibility and Disability Services

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

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

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: http://www.phoenix.edu/students/disability-services.html. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K302

Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at http://www.phoenix.edu/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Organizations

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

Conditions of Recognition for Student Organizations

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

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested. Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix Template submitted the year prior must be updated including the completed Findings and Action Plan sections.

- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum UOPX Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Multicultural Affairs & Diversity and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as an organization. Exceptions will be made for new organizations with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.

- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization "Types"

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

Approved Recognized Student Organization Recognition "Statuses"

- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Phoenix Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Acceptable Computer Use for Faculty and Student

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

- Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.
- By using University computing and communication resources all users, including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University's computing and communication resources in violation of the foregoing, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and/or laws. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

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

Privacy & Security

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

Monitoring

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

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

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

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

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

Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

Confidentiality

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

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make

reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to the University Office of Dispute Management or University of Phoenix Information Security.

Office of Dispute Management
4025 S. Riverpoint Parkway, Mail Stop: CF-K301
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

University of Phoenix Information Security
4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities.

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

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

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

Violation Examples

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

- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

Do Not Call Policies

- Consumers (including students and potential students) who are listed on a state-specific or the federal National Do Not Call Registry may not be called for sales or solicitation purposes unless they have provided consent to the University, or an Established Business Relationship (EBR) exemption exists.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study. (R1)

- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- The University of Phoenix (UOPX) holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of the University are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers' CITI certification must be in place throughout all aspects of the research study. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- IRB Review: The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- IRB Research: The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

- IRB Reports: The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
  - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
  - Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at the University of Phoenix must gain appropriate approvals prior to conducting research.
  All research conducted by any student, faculty, or staff of UOPX is subject to Internal Board Review (IRB) approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects, AND
  - If human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research in or on the University, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.
  The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:
  - samples students, faculty, and staff associated with the University
  - requests that include University records, data, or materials

- Utilizes University-associated systems, websites, and/or tools.

All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to UOPX Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

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

- Research studies where University of Phoenix is selected or identifiable as a subject or sample, must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research.
  COR is a university-wide committee run by the Office of Scholarship Support.
- The COR can be found at: https://research.phoenix.edu/content/committee-research Office of Scholarship Support

Minor Children on Campus

Policy on the Protection of Children for RedFlint Innovation Center

University of Phoenix is committed to maintaining a supportive and safe educational environment, one that seeks to enhance the well-being of all members of the University community and that includes creating a secure environment for children who may participate in University activities or workshops or be present at University facilities or events.

Vaccinations and Immunizations

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

California 30-Unit Option

The University offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290 .... 4 credits
Anatomy and Physiology I
BIO 291 ~ .... 4 credits
Anatomy and Physiology II
SCI 250 .... 4 credits
Microbiology
HCS 436 .... 3 credits
Pathophysiology
NSG 321 .... 2 credits
Transition to Baccalaureate Nursing
NSG 341 .... 6 credits
Care of the Medical-Surgical Patient
NSG 347 .... 6 credits
Care of the Medical-Surgical Patient II
NSG 436 .... 4 credits
Care of the Maternal-Child Patient
NSG 441 .... 4 credits
Care of the Pediatric Patient
NSG 411 .... 4 credits
Care of the Mental Health Patient
NSG 447 .... 6 credits
Care of the Complex Medical- Surgical Patient
NSG 471 .... 4 credits
Nursing Leadership and Management
NSG 481 .... 2 credits
Influencing Nursing Practice

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CONSUMER INFORMATION

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

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

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

Federal

U.S. Department of Education, Certificate of Eligibility

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

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Regional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. A comprehensive evaluation is scheduled for fall 2018, and the next Reaffirmation of Accreditation is scheduled for 2022-23.

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

Higher Learning Commission
230 South LaSalle Street, Suite. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://hlcommission.org

State and International Licensures

University of Phoenix is approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP) from
- Illinois Board of Higher Education
- State of Louisiana Board of Regents
- Michigan Department of Licensing and Regulatory Affairs
- Nevada Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Pennsylvania Department of Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah Division of Consumer Protection
- The State Council of Higher Education for Virginia
- Washington Student Achievement Council

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

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP)

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400

Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Additional Information

A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html.

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

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

Central Administration

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

Online

> University of Phoenix
> 1625 W. Fountainhead Pkwy.
> Tempe, AZ 85282-2371
> 866.766.0766

Admissions and Records Service Center

> 4025 S. Riverpoint Pkwy.
> Mail Stop: CF-L308
> Phoenix, AZ 85040
> 800.866.3919
> 480.446.4600
> ARSC@phoenix.edu

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

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the *Faculty Credentials* section at www.phoenix.edu/faculty. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to http://www.phoenix.edu/campus-locations.html

Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html

Student Borrowing

During the period of time spanning July 1, 2016, through June 30, 2017 53.5% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2014 is 12.8 and the national average is 11.5. The University's loan default rate for Fiscal Year 2013 is 13.3 and the national average is 11.3.

Median Borrowing

The median federal debt of undergraduate borrowers who completed is $32,813. The Federal loan payment over ten years for this amount is approximately $339 per month. Your borrowing may be different.

Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National

Center for Education Statistics (NCES). This graduation measure includes the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2011-2012 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2017.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2011-2012 cohort year (September 1 - August 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Male	17,042	2,129	12%
Female	43,456	6,463	15%
Nonresident Alien	697	166	24%
Hispanic/ Latino	5,527	995	18%
American Indian/Alaskan Native	569	71	12%
Asian	304	81	27%
Black or African American	16,169	1,711	11%
Native Hawaiian or Other Pacific Islander	263	45	17%
White	20,232	4,222	21%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Two or more races	1,949	268	14%
Race or Ethnicity Unknown	14,788	1,033	7%
Pell Grant Recipients	49,761	6,838	14%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	3,269	771	24%
Students who received neither Pell Grants nor Subsidized Stafford Loans	7,468	983	13%

Excludes 108 students who became deceased after entering the cohort, but before they graduated.

Retention Rates

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

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016)*	4,747

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

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016) still enrolled as of 8/1/2017	1,132
Retention	23.8%

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

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. Table 1 represents all enrolled students from July 1, 2016, through June 30, 2017. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2016, through June 30, 2017, timeframe are shown in Table 2.

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

	Total Enrolled	Percentage
Total Enrollment	222,647	100%
Male	75,672	34%
Female	146,975	66%
Nonresident Alien	3,564	1.6%
Hispanic/Latino	23,360	10.5%
American Indian or Alaskan Native	1,146	0.5%
Asian	3,409	1.5%
Black/African American	44,582	20.0%
Native Hawaiian or Other Pacific Islander	1,554	0.7%
White	60,134	27.0%
Two or more races	5,224	2.4%
Unknown	79,674	35.8%

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

	Total Enrolled	Percentage
Pell Grant Recipients	80,712	100%
Male	21,558	26.7%
Female	59,154	73.3%
Nonresident Alien	867	1.0%
Hispanic/Latino	9,028	11.2%
American Indian or Alaskan Native	390	0.5%
Asian	735	0.9%
Black/African American	19,359	24.0%
Native Hawaiian or Other Pacific Islander	529	0.7%
White	21,463	26.6%
Two or more races	2,339	2.9%
Unknown	26,002	32.2%

Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2016 to June 30, 2017). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2016, to June 30, 2017 timeframe.

Types of Education in Which Graduates Enroll

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

Approximately 11% of students who completed a bachelor's degree from University of Phoenix between July 1, 2016, to June 30, 2017, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

• Master of Business Administration
• Master of Science in Psychology
• Master of Management
• Master of Health Administration
• Master of Science/Administration of Justice and Security

The data is derived from the IPEDS Completions Survey (July 1, 2016 to June 30, 2017 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 17 to Oct. 31, 2017 data).

Alumni Attending Graduate School

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

uates indicated they are attending or planned to attend a doctoral-level program. Of this 43%, 10% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program graduates indicated they are attending or planned to attend a master-level program. Of this 65%, 24% are currently pursuing a master's degree at University of Phoenix.

This data is derived from the 2014 Academic Alumni Questionnaire distributed to alumni who graduated from September 1, 2011 to August 31, 2013. Bachelors graduate responses: 6,704, a response rate of 7.96% Masters graduate responses: 5,729, a response rate of 13.29%

Working Alumni

Based on responses from the Alumni Association's 2015 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

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

University of Phoenix Alumni Occupation*

Engineer/Architect (including technology)	2%
Finance/Accountant	5%
Teacher/Educator/Education Administrator	10%

Sales/Marketing Representative	4%
Registered Nurse/Other Nursing Professional	6%
Executive/Manager/Administrator	9%
Operations/Production	6%
Technician/Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records/Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2014-2015

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

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2014–2015:

Arizona

Professional knowledge — Elementary: 99%
Professional knowledge — Secondary: 98%
Professional knowledge — Early Childhood: Less than 10 candidates, score not provided
Aggregate professional knowledge: 98.5%
Aggregate content areas: 94%
Special populations: 91%

California

California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 80%
Aggregate content areas: 96%
Other academic content areas: 100%

Colorado

Aggregate academic content areas: 100%
Other academic content areas: 100%
Special populations: Less than 10 candidates, score not provided

Hawaii

Aggregate basic skills: 98%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Indiana

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

Nevada

Aggregate basic skills: 97%
Aggregate academic content areas: 100%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate teaching special education: Less than 10 candidates, score not provided

New Mexico

Aggregate basic skills: 100%
Teacher competency — Elementary: 92%
Teacher competency — Secondary: Less than 10 candidates, score not provided
Aggregate teacher competency: 92%
Aggregate academic content areas: 100%

Oregon

Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided
Aggregate basic skills: Less than 10 candidates, score not provided

Texas

Aggregate professional knowledge: 91%

Utah

Aggregate academic content areas: 100%
Aggregate teaching special populations: Less than 10 candidates, score not provided

Program Information for Academic Year 2014–2015

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students enrolled	7,462	189	1,310	136	72	64	127	300	3	56	95

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students in student teaching	779	18	147	18	12	24	92	32	9	14	24
Number of supervising faculty including part- and full-time	473	14	76	15	6	24	13	20	4	11	21
Student-to-faculty ratio for student teaching	2:1	1:1	2:1	1:1	2:1	1:1	7:1	2:1	2:1	1:1	1:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	14	13	15	12	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://fafsa.gov. This is the first step in determining a student's eligibility for federal financial aid.

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

In addition to the FAFSA, the following forms may be completed during the federal financial aid process:

• Federal Direct Loan Master Promissory Note (MPN)

• Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Statement of Educational Purpose

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

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

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

Referrals to the Office of Inspector General

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

Federal, State and Institutional Financial Aid Programs

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

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
  - Not be in default on a federal student loan and do not owe a federal grant overpayment
- Must have a high school diploma or its equivalency

For additional eligibility requirements, visit: http://studentaid.ed.gov/eligibility/basic-criteria and review the Student/Parent Eligibility Policy in the Financial Aid Policies appendix.

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

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

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

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

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

For additional information on how the University calculates and awards Pell Grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

For additional information on how the University defines its selection criteria and packaging philosophy for awarding FSEOG consistently to all eligible students, please review the Campus-Based Programs Policy in the Financial Aid Policies appendix.

Iraq and Afghanistan Service Grant (IASG)

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

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

For additional information on how the University calculates and awards IASG grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

State Grant/Aid Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

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

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. -

see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
https://highered.az.gov
Leveraging Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

OHIO

Ohio Higher Ed
http://www.ohiohighered.org/

Ohio College Opportunity Grant Program
Tamika Braswell
614.728.8862
https://www.ohiohighered.org/ocog

Ohio War Orphans Scholarship
Amber Brady
614.752.9528
https://www.ohiohighered.org/ohio-war-orphans

VERMONT

Vermont Student Assistance Corp (VSAC)

888.307.8722 | Burlington area 654.3765
https://vsac.org/services

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
https://www.vsac.org/about/our-outreach-programs/gear-up

Vermont Incentive Grant Program
https://www.vsac.org/pay/student-aid-options/grants

Institutional Grant Programs

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

Scholarships
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Institutional Scholarships

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

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html.

External scholarships are available to the general public, which may include University of Phoenix students.

A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. The CSE evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans
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Federal Direct Loan (DL) Program

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

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

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's edu-

cational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit https://studentloans.gov/myDirectLoan/
directSubsidizedLoanTimeLimitation.action.

Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn, and the Direct Loan Disclosure Statement.

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

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

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Parent(s)

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

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn

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

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

For additional information on the application process for obtaining

a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Graduate and Professional Degree Students

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

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

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=gradPlusMpn

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

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

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

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

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

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

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

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

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

Federal Education Loan Interest Rates and Origination Fees

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

Interest Rate Cap for Military Members

During military service, students who qualify under the Service-

members Civil Relief Act may be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

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

Prior Federal Loans and Financial Aid History

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

Private Student Loans

Understand your rights and responsibilities when considering private loan options. Clear and

accurate information can help you make informed choices, so you borrow only what you need and

can reasonably repay.

The University encourages that all federal and state financial aid options are exhausted before private loans be considered. Private loans are made through third-party lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Private loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit

http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/

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

and any other resources received.

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

For additional information, please review the Private Loans Policy in the Financial Aid Policies appendix.

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

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

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy for further information.

Verification

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

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

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

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Documentation of high school completion
- Government-issued photo identification
    - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process.

A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the Univer-

sity. If verification documents are not received within this time-frame, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline or 120 days after the last day of the student's enrollment, whichever is earlier.

For additional information on the different verification groups and types of documents acceptable to complete the verification process, please review the Verification Policy of Financial Aid Policies appendix.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's current COA per college. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

College of Education

Cost of Attendance Components	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,288.00	$9,290.00	$9,460.00	$12,144.00	$12,936.00
rEsource Fees	$1,359.00	$1,360.00	$1,360.00	$1,560.00	$1,560.00
Living Expense and Loan Fees*	$7,110.00	$7,900.00	$7,920.00	$9,540.00	$9,540.00
Room and Board	$4,635.00	$5,150.00	$5,150.00	$6,180.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,430.00	$2,700.00	$2,700.00	$3,240.00	$3,240.00
Loan Fees	$45.00	$50.00	$70.00	$120.00	$120.00
Annual COA	$17,757.00	$18,550.00	$18,740.00	$23,244.00	$24,036.00

1The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 24 credits*

College of Health Professions

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

College of Humanities and Sciences

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate***	Master's Degree
Tuition	$8,145.00	$9,333.00	$9,340.00	$9,360.00	$8,376.00	$15,936.00
rEsource Fees	$1,188.00	$1,359.00	$1,360.00	$1,360.00	$780.00	$1,560.00
Living Expense and Loan Fees*	$7,101.00	$7,110.00	$7,900.00	$7,920.00	$4,770.00	$9,540.00
Room and Board	$4,635.00	$4,635.00	$5,150.00	$5,150.00	$3,090.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,430.00	$2,430.00	$2,700.00	$2,700.00	$1,620.00	$3,240.00
Loan Fees	$36.00	$45.00	$50.00	$70.00	$60.00	$120.00
Annual COA	$16,434.00	$17,802.00	$18,600.00	$18,640.00	$13,926.00	$27,036.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*
***The figures provided for certificate programs are illustrative and based on 12 credits*

College of Information Systems and Technology

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,096.00	$9,432.00	$9,430	$9,310.00	$12,474.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscella- neous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,432.00	$17,901.00	$18,690.00	$18,590.00	$20,799.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits

School of Business

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,072.00	$9,459.00	$9,460.00	$9,380.00	$12,528.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscella- neous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,408.00	$17,928.00	$18,720.00	$18,660.00	$20,853.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits.

School of Nursing

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella- neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Health Services Administration

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00

Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Advanced Studies

Cost of Attendance Components	Doctoral Degree
Tuition	$19,320.00
rEsource Fees	$1,644.00
Living Expense and Loan Fees*	$9,516.00
Room and Board	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$3,240.00
Loan Fees	
	$96.00
Annual COA	$30,480

* The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses

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

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

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

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	24-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

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

Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible.

Examples of conflicting information may include, but are not limited to, the following:
- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status
- Citizenship status

Other Resources

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student's cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:
- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and state grants
- Tribal aid
- Other financial assistance paid directly to the University

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

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

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

Satisfactory Academic Progress

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

Satisfactory Academic Progress (SAP) for DVA Education Benefits

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

Academic Probation

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

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

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

Veteran students will continue to receive DVA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

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

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

Federal Financial Aid Satisfactory Academic Progress Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

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

Qualitative Measure

GRADE POINT AVERAGE

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

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of

study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

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

Qualitative Exclusions

The following are *excluded* from the qualitative computation:
- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)* (provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)**
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

The IX grade is only given to eligible students who require special accommodations (Americans with Disabilities Act) and provides additional time to complete a course. Faculty may select a completion date ranging from 5 to 15 weeks. The IX grade will default to an F grade when the course exceeds the completion date.
**QC grade (effective for classes in progress 9/9/2006): No grade was issued. No credits awarded. A QC is awarded in the following instances:*
- *This grade may be used for zero-credit courses once the attendance requirement has been satisfied.*
- *A QC grade may automatically post for certain doctoral and counseling courses when the IP period expires and*
- *no formal grade has been submitted.*
- *A QC grade is not calculated into the GPA.*
- *This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.*
- *The QC grade is available using a drop-down menu on eCampus.*

Quantitative Measure

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

MAXIMUM TIMEFRAME

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

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

PACE OF COMPLETION

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

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

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

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

INCLUDED IN PACE OF COMPLETION

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

EVALUATION

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

FINANCIAL AID WARNING

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

FINANCIAL AID DISQUALIFICATION

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

FINANCIAL AID PROBATION

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

STUDENT NOTIFICATION

The University will notify students at any point during their enroll-

ment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

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

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

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

REGAINING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

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

MAXIMUM TIMEFRAME

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

TRANSFER CREDITS-QUALITATIVE

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. There-

fore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

TRANSFER CREDITS-QUANTITATIVE

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

PROGRAM CHANGES

Students who change programs at the University are re-evaluated to determine which credits apply to the new program.

The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

REPEAT COURSES

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

Note: Repeat courses taken in a program are counted in the SAP status for that program.

CONCURRENT ENROLLMENT

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

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis.

Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

A student should contact Student Financial Services if interested in submitting a professional judgment request.

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

For additional information, please refer to the Professional Judgement Policy in the Financial Aid Policies appendix.

Leave of Absence

Purpose

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

Policy

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

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

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

Required Documentation

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

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

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

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

HEROES Act

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

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

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

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

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

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

Extending an LOA

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

Institutionally Scheduled Breaks

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

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

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

separated by an institutionally scheduled break.

Disbursements During an LOA

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

Completion of Coursework upon Return

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

Failure to Return

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

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

Program Change During Approved LOA

If upon a student's return from an approved LOA a student begins a new program, the student is not meeting the LOA requirement of returning to the program the student was enrolled in prior to taking the LOA. Therefore, in these scenarios, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Program Changes Policy and Re-Entry Policy for further information)

Financial Aid Disbursements

Federal Funds

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

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

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	**30 days** after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	**7 days** after the academic year start date or 7 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements
Private Loans	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements

For additional information on student eligibility for standard, late, and post withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable

charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University, may, at its discretion, provide a student access to his/her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with Finance.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

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

State Funds

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

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

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

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

- Other terms and conditions

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

Federal Direct Loan Exit Counseling

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

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions
- A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at http://www.direct.ed.gov/pubs/exitcounselguide.pdf

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf

Federal Teacher Education Assistance for College and Higher Education Grant Counseling

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at https://studentloans.gov/myDirectLoan/launchTeach.action

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

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)

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

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

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance

Loan Payment Calculator

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

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Sample Standard Repayment Calculator Detail

Loan Amount	$12,000
Interest Rate	6.80%

Repayment Summary

Months in Repayment	120
Monthly Payment	$138
Total Interest Payment	$4,572
Total Loan Payment	**$16,572**

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

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

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

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

Federal Student Loan Consolidation

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

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

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

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation

Federal Student Loan Forgiveness, Cancellation and Discharge

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

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

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

Military Benefits

Veterans Educational Benefits

Students who are entitled to Federal VA education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for Federal VA education benefits.

Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U S Department of Veterans Affairs (DVA)

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use Federal VA educational benefits for a specific program at an institution should confirm the program is eligible for Federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the DVA can determine eligi-

bility.. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review http://www.gibill.va.gov

If the DVA determines that the student is not eligible for Federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact Federal VA education benefits for the current course as well as the availability of Federal VA educational benefits in future courses. Please contact your Academic Advisor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base. University of Phoenix does not participate in the DVA education advanced payment program.

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

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

Credit for Prior Education and Training

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

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

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

Military Tuition Assistance

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

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

DVA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve service members who earned Chapter 30 benefits while on Active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill®website http://www.benefits.va.gov/gibill/tuition_assistance.asp.

Readmission of Servicemembers

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

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

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

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

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

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

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

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

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

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Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

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

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

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and electronic course materials fees are paid whether in attendance or not Students can access account balances and student account information under the account tab on the student website When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process The student may receive a refund or may owe payment to the University depending upon the student's account balance.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course Tuition and all applicable fees for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students will not be allowed to attend courses if a payment is due, or if paperwork is required. All necessary paperwork or payment arrangements must be resolved prior to the course deadline. Students are also required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded

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

Electronic Course Materials and Books Fees

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

State Tax

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

Financial Policies

Multiple-Tuition Discount Policy

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

General Refund Policy

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

Payment Policies

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

<div align="center">

The University of Phoenix, Inc.
Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

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

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

Returned Check Fees

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

Late Payment Fees

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

Notice

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

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

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Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www phoenix edu/ tuition_and_financial_options/tuition_and_fees html or contact a Finance Advisor with any questions regarding financial options and scholarships

Cash Plan

The Cash Plan is available to students who will be using e-check or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period and is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and electronic course materials fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U S Department of Veterans Affairs or U S Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available for students who receive Tribal education benefits or whose employer is approved by the University for Direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Tribal Nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix edu

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/third_party_ billing.html

Withdrawing from the University

Circumstances may necessitate withdrawal from the University For further information on officially, unofficially, or administratively withdrawing from the University, please see the University's Withdrawal Policy.

Return of Title IV Policy

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund. The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.*

Here are a few examples of common course lengths:

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

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

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.

b.If a student withdraws from a course TA funds received by the University will be returned on a pro-rata basis based upon the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro-rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Attendance for 5 week course

Attend 1 Week - 80% Returned

Attend 2 Weeks - 60% Returned

Attend 3 Weeks - 40% Returned

Attend 4 Weeks - No Return

Attendance for 6 week course

Attend 1 Week - 83% Returned

Attend 2 Weeks - 67% Returned

Attend 3 Weeks - 50% Returned

Attend 4 Weeks - No Return

Attendance for 9 week course

Attend 1 Week - 89% Returned

Attend 2 Weeks - 78% Returned

Attend 3 Weeks - 67% Returned

Attend 4 Weeks - 56% Returned

Attend 5 Weeks - 44% Returned

Attend 5 Weeks - No Return

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or Service.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

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

California

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

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below:
  - Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):
    University of Phoenix
    3110 E. Guasti Road
    Ontario, CA 91761
  - Refund administrative address for California residents attending Online:
    University of Phoenix
    4035 S. Riverpoint Pkwy.
    Phoenix, AZ 85040

Florida

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

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

Georgia

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student's official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

Louisiana

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

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

Nevada

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

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

New Mexico

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.

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

Virginia

Students in the state of Virginia have three business days, excluding weekends and holidays, during which enrollment may be cancelled without financial obligation other than a nonrefundable fee not to exceed $100 for expenses related to processing the student's enrollment.

Online

The refund policy of the state where online students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.

Consumer Policies and Codes of Conduct

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

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

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

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

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

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

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution

- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
  Exception: The Student Health Insurance Plan Enrollment/ Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

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

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

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

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

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

Information Not Released - Non-Directory

Information that must not be released:

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

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address or work telephone number

- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

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

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

* Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.
** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).

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

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Nelnet Scholarship Management, Aptimus, Protiviti, ACS, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Cenveo, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education, TK20, College Board, Loan Science, Civitas and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities

- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.
- A school official is defined as:
  - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
  - A person employed by or under contract to the University to perform a task.
  - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
  - Performing a task specified in his or her job description or contract.
  - Performing a task related to a student's education.
  - Providing a service or benefit related to a student or a student's family.
  - Representing a school in which a student seeks to enroll.
  - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
  - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.

- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
- Performing studies on behalf of educational institutions.
- Disclosing information to accrediting organizations carrying out their function.
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

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

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

should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

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

Procedure

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

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

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

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

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

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

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

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

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

If the University decides the information is inaccurate or in viola-

tion of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

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

(For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

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

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

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

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

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

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

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

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

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Gainful Employment Disclosures

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program Each program home page is linked to gainful employment information specific to that program For more information about gainful employment disclosures for active open enrollment programs, visit http://www.phoenix.edu/programs/gainful-employment.html. For more information about gainful employment disclosures for closed for enrollment, retired programs, visit http://www.phoenix.edu/programs/gainful-employment/retired-programs.html

Student Loan Code of Conduct

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

and maintains uniform student loan practices that focus on the best interest of student borrowers.

It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_-financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Consumer Privacy Policy

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

Scope of Privacy Policy

This policy applies to website visitors, current and potential students, alumni and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain Sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively "Additional Policies").

Information Collected

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

Information Uses

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:

- To determine your admissibility and to register you for your selected educational programs
- To contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve student retention, site and service performance, user experience and delivery
- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- For external academic research and scholarship
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods
- To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html

- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

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

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you've opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

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

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

Other Collection, Use and Disclosure

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

Other Important Information

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

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

You may also contact us via one of the below methods:

Mail: University of Phoenix
Attn: Registrar's Office
4025 S Riverpoint Parkway
Mail Stop: CF-L201
Phoenix, AZ 85040

Admissions and Records Service Center: 800.866.3919

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

How to Contact Us or Access Your Information

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or

University of Phoenix
Attn: Ethics and Compliance
4025 S. Riverpoint Pkway
Phoenix, AZ 85040

Contact Information for Filing Complaints

Students wishing to file a complaint may contact the University's Office of Dispute Management. Local students also have the option to file a complaint directly with the designated state regulatory agency in the state in which they reside. Please note many states require students to exhaust the institution's internal complaint policy before filing one with their agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (http://nc-sara.org). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process. SARA complaints must first be submitted internally for resolution through the University's Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (http://azsara.arizona.edu).

Online students should file external complaints with the Arizona State Board for Private Postsecondary Education

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, telephone 602.542.5709, website address: www.ppse.az.gov.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

Colorado: The student may contact the Colorado Department of Higher Education, Office of Private Postsecondary Education, 1560 Broadway Road, Suite 1600, Denver, CO 80202; telephone 303.862.3001.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; telephone 770 414 3300, website: https://gnpec.georgia.gov/webform/gnpec-student-complaint-form

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Illinois: The student may contact the Illinois Board of Higher Education, 1 North Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377; telephone 217.782.2551, website: www.ibhe.org. http://complaints.ibhe.org

Louisiana: The student may contact the Louisiana Board of Regents, 1201 N. Third St., Suite 6-200 Baton Rouge, LA 70802; telephone 225.342.4253. Proprietary Schools 225.342.7084.

Michigan: The student may contact the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, P.O. Box 30018,Lansing, MI 48909; telephone 517.241.9221.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330. Website: cpe.nv.gov

New Jersey: The student may contact the Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, Trenton, NJ 08625-0542; telephone 609.984.3738.

New Mexico: The student may contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505.476.8409.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27514; telephone 919.962.1000.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone 717.783.8228.

Tennessee: The student may contact the State of Tennessee Higher Education Commission, Parkway Towers, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830; telephone 615.741.5293.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84114-6704; telephone 801.530.6601.

Virginia: The student may contact the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Building, Richmond, VA 23219; telephone 804.225.2600.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.

Washington DC: The student may contact the Government of the District of Columbia Education Licensure Commission, 1050 First Street, NE, Washington, DC 20002; telephone 202.727.6436.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

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

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works
- Copyright law provides the owner of a copyright the exclusive right to do the following:
- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites: The U.S. Copyright Office: http://www.copy right.gov

The Electronic Frontier Foundation fair use frequently questions Peer-to-Peer File Sharing

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

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

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

Violations and Penalties under Federal Law

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

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

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

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

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

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

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

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

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

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

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

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

https://www.riaa.com/resources-learning/for-students-educators/

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

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

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

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

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

Process for Filing Counter Notification of Alleged Infringement

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

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

Register to Vote

The University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes Voter Registration information available at the campuses. The National Mail Voter Registration Form can also be used to register U.S. citizens to vote, to update registration information due to

a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Annual Security Report

The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, the Campus Safety Policies and Campus Crime Statistics for the last three years.

Visit http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drugs prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

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

Campus Crime Statistics

The Clery Act delineates the offenses which need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to 1) a campus security authority (CSA),

regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official and 2) local law enforcement (collected by the CSA through an information request) over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 and repeated in the U.S. Department of Education's Clery Act regulations.

- Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Rape, Fondling, Incest, Statutory Rape, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft and Arson.
- Hate Crimes - Any of the above-mentioned offenses (excluding Manslaughter by Negligence), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias.
- VAWA Offenses - Any incidents of Domestic Violence, Dating Violence and Stalking.
- Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc. Law Violations, Drug Abuse Violations and Liquor Law Violations.

In addition, the following Kentucky Minger Act offenses (non-Clery Act statistics) are separately provided for the Louisville Campus in the University of Phoenix Annual Security Report:

- Menacing; Reckless Homicide; Terroristic Threatening/Intimidation; and Wanton Endangerment.

Specific campus location statistics are available electronically in the Annual Security Report at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report pdf or by requesting a paper copy of the report from campus security authority (Contact information can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

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

Statement of Policy on Sex Offender Registration

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

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

safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Florida Sexual Predator and Sexual Offender Registry

The University of Phoenix Campus Safety website at http://www.phoenix.edu/about_us/campus-safety.html provides a link to the Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website at http://offender.fdle.state.fl.us/offender/homepage.do and toll-free telephone number, 888 357 7332 (for TTY accessibility, dial 877 414 7234) These give access to Florida sexual predator and sexual offender public information, including a database to search for offenders employed or enrolled at Florida universities

Emergency Mass Notification Policy

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

Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities.

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

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

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts to receive all reports relating to crime at University locations. A current list of Campus Security Authority contacts can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use, Underage Drinking, and other

Violations of Alcohol and other Drug-Related Policies

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If any individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a "zero tolerance" policy regarding underage drinking.

Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state or local laws will be enforced.

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

Institutional Sanctions for Alcohol and Drug Violations

Any member of the University community found possessing or selling illegal drugs on University property which includes attending class and meeting with campus personnel or in violation of the institution's alcohol policies while on campus shall be subject to discipline on a case-by-case basis

Discipline will be based on the seriousness of the situation:

- A case may result in dismissal from the University
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol
- Additional state penalties and sanctions may also apply

The University has adopted a zero-tolerance policy regarding alcohol and drug violations

Federal Financial Aid Penalties for Drug Violations

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

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

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

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period,

unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

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

SALE OF ILLEGAL DRUGS

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

The student may regain eligibility the day after the period of ineligibility ends.

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

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive.

It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

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

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APPENDIX- FINANCIAL AID POLICIES
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Academic Year Definition Policy
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Overview
The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.
Policy
A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:
- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Overlapping Academic Years
An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This scenario is rare, but most commonly occurs when a student starts with the University after recently attending a different institution or when the student completes a prior program at the University and begins another program. Students in these scenarios need to work with their finance advisor to determine if they have overlapping academic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy
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Overview
Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University
Policy
Allowable Charges
The University defines allowable charges as charges assessed by the University for the current payment period for the following:
- Tuition (including tuition for directed study and state sales tax) and mandatory institutional fees
  - Electronic course materials fees and books (rResource Fee)
    -By using the ED MAP Book Voucher, the student is considered to have authorized the use of federal financial aid funds for books and is not required to provide any additional authorization If the student chooses not to use the book voucher, the authorization is no longer valid
- California Student Tuition Recovery Fund (CA STRF), if applicable

Prior-Year Charges
If a student owes allowable charges from a prior year, the University will use current-year Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to any prior-year allowable charge (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Campus-Based Programs Policy
....
Overview
The Campus Based Policy defines the University's selection criteria and packaging philosophy for awarding cam-pus-based funds consistently to all eligible students.
Policy
The University participates in one of the three campus-based programs, the Federal Supplemental Educational Opportunity Grant (FSEOG) Program. The University will make FSEOG funds reasonably accessible to all eligible stu-dents, to the extent of available funds. Furthermore, it will not exclude from consideration any one particular type or category of student.
Federal Supplemental Educational Opportunity Grant (FSEOG)
The following represents selection criteria and procedures for determining which students may be awarded FSEOG funds. These selection procedures are uniformly applied.
First Selection Group
- Undergraduate students who have not earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and credential level) during the same award year in which the campus-based funding will be disbursed

- Students with an EFC** of zero and exceptional need are reviewed for funding under the following formula:

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
= Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

***The University will use the EFC from the same award year for the Direct loan and campus-based programs*

After the University has determined a student's need, the University determines the student's eligibility.

The University first awards all funds to students meeting the conditions of the first selection group. When all stu-dents in the first selection group are awarded and disbursed FSEOG program funds, the University will determine if students in the second selection group can be awarded.

Second Selection Group

- Undergraduate students who have not yet earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and undergraduate standing) during the same award year in which the campus-based funding will be disbursed
- Students with exceptional financial need (defined as students with the lowest EFCs who are not receiving Pell Grants). This group also includes students who have exceeded their Pell LEU.

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
= Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

The University keeps documentation of the eligible EFC calculated for the student and confirms Pell Grant eligibility prior to disbursement of the FSEOG. If the FSEOG recipient does not receive Pell Grant funds during the award year, but the documentation shows that the FSEOG award and disbursement were made in good faith, the University is not required to recover the FSEOG funds already disbursed to the student. If the student loses Pell Grant eligibility prior to disbursement of the FSEOG, the University will cancel the FSEOG award.

FSEOG and Pell Lifetime Eligibility Used

If a student receives a Pell Grant for only one payment period of an award year due to reaching the Pell lifetime eligibility (LEU), the student may still receive an FSEOG award for both payment periods in the award year (Refer to the Federal Pell Grant/IASG Policy for further information on Pell LEU). If the student has met or exceeded the Pell LEU, the student does not fall under the first selection group criteria above and is not eligible for any FSEOG awards in the award year. However, if funds remain after the first selection group has been paid; the student may be eligible for FSEOG under the second selection group criteria.

Establishing Categories of Students

The University specifies categories of students to ensure students

in each category have an opportunity to be award-ed FSEOG funds. Categories may be based on class standing, enrollment sta-tus, program, date of application, or a combination of factors. The University's written selection procedures ensure that FSEOG recipients are selected based on the lowest EFC and Pell Grant pri-ority requirements over the entire award year. As students are awarded for the federal award year daily, FSEOG funds are reserved for use throughout the award year (on the basis of the University's experience from previous periods), and selection prac-tices are applied in a manner that assures a reasonable consistency over the entire award year. Each year the University reviews prior award year data to determine the appropriate award amounts and allocations to ensure reasonable availability of funds throughout the award year.

Annual Award Amounts

The annual award for each student may be up to $500, depending on availability and student eligibility. The mini-mum FSEOG amount is $100. The award amount is disbursed equally in two payment periods within the academic year. However, if the student is an advancing student finishing out a prior academic year or a student who is in a remaining period of study that is not a full aca-demic year where the remainder of the program or academic year is equal to or less than half of an academic year, the FSEOG pay-ment may be made in one disbursement.

FSEOG is not prorated for graduating students with less than a full academic year remaining or for programs that are less than a full academic year.

Crossover Periods

Crossover periods are payment, award, or loan periods that over-lap two award years. If a student is receiving a Pell Grant during a payment period that occurs in two award years and the student is among those with the lowest EFC, the student satisfies the FSEOG first selection group requirements for the same crossover period regardless of which award year the Pell Grant funds are attributed. A student can also receive FSEOG funds under the first selection group requirements during a crossover payment period, from either award year allocation, as long as the stu-dent also receives a Pell Grant in the award year to which the crossover payment period is attributed.

If the second payment period of an academic year starts before July 1 and the University awarded FSEOG using the first award year's allocation, the University will disburse those funds up until the September Federal Register dead-line as long as the student is eli-gible for those funds.

If the second payment period of an academic year starts after July 1, the University awards the second FSEOG disbursement using the subsequent award year's funds if the student meets the eligibil-ity criteria in the subsequent award year. This includes being eligi-ble to receive federal Pell Grant funding during the same award year in which the campus-based funding is disbursed. However, the University uses the original award year's Cost of Attendance (COA) and EFC in calculating the student's financial need and eli-gibility for aid from the campus based programs.

Nonfederal Share Requirement for FSEOG

The University meets its nonfederal match of 25% using the aggre-gate matching method. The University's resources used to reach the nonfederal match may include institutional scholarships and grants; waivers of tuition or fees; the nonfederal portion of state scholarships and grants; and funds from foundations or other char-itable organizations.

The University's own resources used to fund FSEOG must be dis-

bursed before or at the time the federal dollars are disbursed. However, outside resources can be used to match federal dollars even if the funds are received at a later date, as long as the University has written information about the funds being award to a student. This written information will be kept on file at the University.

FSEOG Carry-Forward and Carry-Back

The University may spend up to 10% of its current award year FSEOG allocation in the following award year. Carry-forward funds are spent before the current year allocation. The University may also spend up to 10% of its current year FSEOG allocation of expenses incurred in the prior award year.

Carry-forward and carry-back funds are matched in the award year they are spent. Information for both carry-forward and carry-back transactions are reported on the Fiscal Operations Report and Application to Participate (FISAP).

Recalculating Campus- Based Funds

Any time a student at the University begins attendance in at least one course but does not begin attendance in all courses scheduled, the University checks to see if it is necessary to recalculate the student's eligibility for campus-based funds. This recalculation is based on the revised enrollment status and cost of attendance. The University does not include any costs associated with classes the student failed to begin in the COA.

If the student withdraws from the University, this recalculation is performed prior to the completion of the Return of Title IV Funds calculation. The recalculated amounts of campus based funds is used in the Return calculation.

Administrative Cost Allowance (ACA)

The amount of ACA the University may claim is determined by its expenditures for the FSEOG program.

- FSEOG disbursements to students - both the 75% federal share and the 25% nonfederal share
- If the University chooses to provide more than a 25% institutional share to FSEOG recipients, it does not include an FSEOG institutional share in excess of 25% in the calculation of the ACA.

ACA is calculated as follows:

5% of the first $2,750,000 of the University's expenditures to students under FSEOG Program

+

4% of expenditures to students greater than $2,750,000 but less than $5,500,000 under the FSEOG Program

+

3% of expenditures to students greater than $5,500,000 under the FSEOG Program

The University may use the ACA to assist in the costs of administering the campus-based and federal Pell Grant pro-grams such as salaries, furniture, supplies, travel and equipment. The ACA may also be used to pay service fees charged by banks for maintaining campus-based programs accounts, and expenses related to student consumer in-formation requirements. If the University were to claim the ACA, it would come from the FSEOG allocation received. However, the University currently does not claim any ACA from the FSEOG program.

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The University uses the same COA when awarding Pell and Direct Loans unless the student is a Pell or Iraq Afghanistan Service Grant (IASG) only student. If the student is only receiving Pell or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- Books and Supplies (Electronic Course Materials and Books - rEsource Fees)
- rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
- Room and Board (housing and food)
- Transportation
- Miscellaneous (personal care expenses)
- Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition
- Electronic Course Materials and Books (rEsource Fees)

Tuition

The tuition component for the COA is a per credit average based on credential level and college. The University documents how tuition averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Professional Judgment and Overaward & Overpayments Policies for further information.) If a student's period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

Books and Supplies (Electronic Course Materials and Books)

The books and supplies component is calculated using a standard rEsource fee based on the credential for each en-rolled course, for the period of enrollment.

Living Expense

The living expense component is a per month allowance calculated using data provided in the most recent Con-sumer Expenditure Survey. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing).

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Pol-icy for further information)

- Nine months for associate's degree-seeking students (9 week course delivery);
- Ten months for associate's degree-seeking students (5 week course delivery)
- Ten months for bachelor's degree-seeking students; and
- Twelve months for graduate students.
- Certificate seeking students:
  - College of Education
    - Graduate certificate - 12 months
  - College of Health Sciences and Nursing
    - Undergrad certificate-10 months
    - Graduate certificate-11 months
  - College of Humanities and Sciences
    - Undergrad certificate-9 months
    - Graduate certificate - 6 months
  - College of Information Systems and Technology
    - Undergrad certificate-8 months
    - Graduate certificate-9 months
- School of Business
  - Undergrad certificate-8 months
  - Graduate certificate-9 months

Programs Less than an Academic Year and Remaining Periods of Study Less than an Academic Year (End of Program)

The COA for programs less than an academic year and the COA for end of programs (EOPs) is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense to determine the living expense component of the student's COA. The COA for an EOP will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Incarcerated Students

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

Tribal Budget

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

Consortium Agreements Policy

Overview

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

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Direct Loan Policy

Overview

The Direct Loan Policy addresses the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive.

Policy

Application Process

To obtain a Direct Loan (DL), a student must complete and submit a current award year Free Application for Federal Student Aid (FAFSA). Additional forms, such as the University Financial Aid Application, Direct Loan Master Promissory Note (MPN), and/or Direct Loan Entrance Counseling (if first time borrower) may also be needed.

Once completed documents are received, the University determines the student's eligibility for the DL program and awards accordingly. The University will send out a notification of the proposed loan package via an award letter including the proposed loan type(s) and amount(s). Once the award is made, the University transmits the loan origination and disbursement record to the Department of Education (ED). ED will provide an origination acknowledgement confirming the student has a completed MPN and is eligible for the DL program funds awarded. Prior to the anticipated disbursement date, the student's eligibility for the DL program funds is reconfirmed and loan funds are drawn-down from ED and disbursed to the student by application to the student account with the University.

MPN Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Request may be made for an increase or decrease to the loan amount. However, if the amount(s) of Direct and/or Federal Direct PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

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

writing of the outcome of his or her request regardless of when the cancellation request is received.

Loan Period

The minimum period of enrollment the University may originate a Direct Loan is the lesser of the following:

• The length of the student's program
• The student's academic year (Refer to the Academic Year Definition Policy for specific requirements)
• The remaining portion of the student's program (if the program is shorter than an academic year

The maximum period the University may originate a DL is

• generally, the student's academic year (Refer to the Academic Year Definition Policy for specific requirements); or
• for a defaulted borrower who has regained eligibility, the academic year the borrower re-gained eligibility.

Note: For information on loan periods for students who transfer from another school, complete a program and advance to another program at the University, or change programs at the University, refer to the Transfer Policy and Program Changes Policies

Annual Loan Limits for Subsidized and Unsubsidized Loans

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
(1) Freshman	$5,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$9,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$20,500
(2) Sophomore	$6,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	$10,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	
(3 & 4) Junior and Senior (5) Fifth year undergraduate	$7,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	$12,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	
A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Direct Unsubsidized Loan amounts. Student dependency status will be determined based on answers to questions on the Free Application for Federal Student Aid (FAFSA)			

Students may attend another school(s) while attending the University and receive Direct/PLUS loans at both schools for the same period of enrollment. If this occurs, the University resolves any possible annual loan limit overaward by reducing or cancelling loan disbursements to ensure students do not exceed annual loan limit amounts.

Aggregate Loan Limits for Subsidized and Unsubsidized Loans

When reviewing NSLDS, the University uses the **Aggregate Outstanding Principal Balance (Agg. OPB)** shown in NSLDS for each of the student's outstanding federal loans. If the student has one or more consolidation loans, which may include Subsidized and Unsubsidized federal loans, NSLDS will show separate totals for

each. The University is not responsible for reviewing "unallocated" loans if they are present in NSLDS.

The following represents the maximum outstanding total subsidized and unsubsidized loan debt:

	Subsidized	Total (subsidized & unsubsidized)
Dependent Undergraduate Students (excluding those whose parents cannot borrow PLUS)	$23,000	$31,000
Independent Undergraduate students & Dependent Undergraduate Students whose parents cannot borrow PLUS	$23,000	$57,500
Graduate & Professional Students	$65,500	$138,500

If a student at the University has received federal loans at other schools, the University reviews the student's financial Aid history on the Institutional Student Information Record (ISIR) to ensure the student has remaining eligibility under the aggregate loan limits If a student exceeds the aggregate loan limits, the student may not receive additional direct loans until the student (1) repays in full the excess loan amount; or (2) makes arrangements, satisfactory to the holder of the loan, to repay the excess loan amount

150% Direct Subsidized Loan Limit

Borrowers who have no outstanding balance on a Direct Loan or a Federal Family Education Loan (FFEL) on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013 will have Direct Subsidized Loan eligibility limited to a period not to exceed 150 percent of the length of the borrower's educational program. In addition, under certain conditions, these first-time borrowers who have exceeded the 150 percent limit may lose the interest subsidy on their Direct Subsidized Loans. ED will monitor this subsidized usage and notify borrowers through dis-closure statements provided to the borrowers.

Additional Unsubsidized Eligibility

Independent undergraduate, graduate or professional students may borrow additional unsubsidized annual loan amounts.

Dependent undergraduate students, whose parents are unable to borrow PLUS loans due to adverse credit or other documented exceptional circumstances, may borrow additional unsubsidized annual loan amounts. Exceptional circumstances include, but are not limited to, circumstances in which the student's parent receives only public assistance or disability benefits, is incarcerated, has an adverse credit history, or the parent's whereabouts are un-known. A parent's refusal to borrow a Federal PLUS Loan or Direct PLUS Loan does not constitute exceptional circumstances.

Dependent undergraduate students, whose parents have ended financial support and refuse to file the FAFSA, may be eligible for unsubsidized loans. In these scenarios, the University verifies that the parents have ended financial support and refuse to file the FAFSA based upon documentation submitted by the dependent student. These stu-dents must complete and submit a FAFSA that

includes all the required student information. They are eligible to receive only an unsubsidized loan and not any other federal financial aid assistance. The maximum annual unsubsidized loan amount they may receive is the "base" annual loan limit for the student's grade level plus the additional $2,000 unsubsidized amount.

Loan Origination Date

The date of a loan origination is the date the University creates the electronic loan origination record. The University will not originate a direct loan for a loan period in which the student is no longer enrolled at least half-time, even if the student is otherwise still enrolled at the University. Any funds originated after the student's loan period end date are not kept by the University.

Annual Loan Limit Progression

The student's academic year is used as the basis for the annual loan limits To advance to the next grade level and for annual loan limit purposes, the student must successfully complete and earn the weeks and credit hours in the academic year. Students in nonterm programs can never progress to the next grade level in the middle of an academic year. (Refer to the Academic Year Definition Policy for specific requirements)

If the University accepts transfer credits for a student transferring from another school into a program at the University that is greater than one academic year in length, the University uses the loan limits associated with the grade level based on the credits accepted

Prorating Annual Loan Limits

The University is required to prorate Federal DL eligibility in the following scenarios:

• The program is less than one academic year in length (see Academic Year Policy for more in-formation)

• The undergraduate program is more than one academic year in length but a student's remaining period of enrollment in this undergraduate program is less than an academic year in length based on required credits

Program is less than an academic year in length

Students enrolled in programs less than an academic year in length will have their DL eligibility amounts prorated. The annual loan limit for these programs is based on the lesser of -

$$\frac{\text{Credit hours enrolled in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

OR

$$\frac{\text{Weeks enrolled in the program}}{\text{Weeks in the academic year}} \text{ X Annual loan limit}$$

Program is more than an academic year in length but remaining period of enrollment is less than an academic year in length in required credits.

Students enrolled in undergraduate programs with a remaining period of enrollment less than an academic year, as measured in credit hours, will have their DL eligibility amounts prorated based

on

$$\frac{\text{Credit hours remaining in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

Example: An independent, second year student is enrolled in the AAB program. He has a remaining period of enrollment consisting of 12 credit hours. A full academic year at the University is defined as 24 credit hours.

Direct Loan Calculations to Determine Eligibility for Remaining Period of Enrollment

Maximum Subsidized eligibility for remaining period of enrollment	(12/24) X $4, 500 = $2,250
Maximum Unsubsidized eligibility for remaining period of enrollment	(12/24) X $6,000 = $3,000

In the proration scenario described above, standard rounding rules apply.

Note: the proration formulas determine the maximum loan amount a student may borrow for a remaining period of enrollment, not the loan amount the student may actually receive. In some cases, the actual loan amount the stu-dent is eligible to receive may be less than the prorated loan limit (based on costs, EFC, other aid, aggregate borrower, etc.)

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post withdrawal disbursements from the University. The University may only disburse federal financial aid funds to eligible students.

Policy

Standard Disbursement

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

If the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure at least one-half the credit hours and one-half the weeks of instructional time in the AY are completed. Occasionally, when a student's file is reevaluated, the second payment period may consist of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the second disbursement of the remaining period is made once the student successfully completes one-half of the weeks of instructional time AND earns one-half the credits in the remaining period. If the remaining period is equal to or less than one-half an AY, the second disbursement of the remaining period may not be disbursed until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining payment period.

If the University is unable to determine when a student has successfully completed one-half the credit hours in the remaining period of study, the second payment period will begin on the latter of the date the student successfully completes 1) one-half of the coursework in the remaining period; or 2) one-half the weeks of instructional time in the remaining period. If the remaining period consists of only three credit hours and five weeks of instructional time, the second disbursement will be made once the student successfully completes 3 weeks of instructional time.

The University will disburse Direct Loan proceeds in substantially equal installments, and no installment will exceed one-half of the loan amount.

First-time, first-year undergraduate borrowers will not have the first installment of Direct Loan proceeds disbursed until 30 calendar days after the program of study AY begins. The University will schedule disbursements according to procedures.

Before disbursing federal financial aid funds, the University determines and documents the student's eligibility to receive federal financial aid funds.

The University disburses federal financial aid funds by crediting the student's account no later than three business days after receiving the funds. Funds in excess of allowable charges are paid directly to the student, or parent as applicable. (Refer to the *Federal Financial Aid Credit Balance Policy* for additional information.)

Right to Cancel

Before the University disburses federal financial aid funds, the University will notify the student of the amount of funds that the student (or parents in the case of PLUS loans) can expect to receive under each federal financial aid program and how and when those funds will be disbursed.

The University will notify the student (or parent) of the amount of the federal aid disbursement, the student's (or parent's) right to cancel all or a portion of the loan, or loan disbursement and have the proceeds returned to the holder of the loan. The notice will also include the procedures and time by which the student (or parent) must notify the University that he/she wishes to cancel the loan, or loan disbursement. This notice will be sent to the student/parent no earlier than 30 days before and no later than seven days after crediting the student's account at the University.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Direct Loans, is no longer enrolled at least half time; or
- For Federal Grants, the student is no longer enrolled at the University for the award year

If a student completes a payment period or period of enrollment, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The following conditions must be met prior to the date the student (or parent) became ineligible for a late disbursement.

	Program	
Pell Grant/IASG		No additional requirements
FSEOG	For all programs, the Department processed a SAR/ISIR with an official EFC.	Student is awarded a grant
Direct Loans		A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Pell Grant/IASG	For all Title IV programs, the University received a valid SAR/ISIR by the date established by ED.
FSEOG	No additional limitations
Direct Loans	1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the peri-od for which the loan was intended.

Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for current allowable charges. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

The University will make a late disbursement to the student no later than 180 days after the date of the University's determination the student withdrew, or for a student who did not withdraw, 180 days after the date the student be-came ineligible.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student's obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student's authorization to receive the loan must be submitted via the late disbursement letter or via a signed statement submitted to the University titled "Late Disbursement Notification."

The student has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan funds are canceled. The University will make the late disbursement to the student no later than 180 days after the date of the University's determination that the student withdrew or became ineligible. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the

University offers the funds to the student in writing and does not disburse the direct loan funds directly to the stu-dent until the stu-dent's authorization is received.

Late Disbursement - After 180 Days

The University will make a late disbursement of federal financial aid funds within 180 days of the date the student became ineligible. No disbursement of these funds is made after the 180-day time-frame.

Post Withdrawal Disbursement

Withdrawn students lose federal financial aid eligibility and can-not be paid additional federal financial aid funds for the payment period and/or AY.   However, as a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date.

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a dis-bursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period
- Disbursements of Federal Pell, or IASG funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University may credit a student's account with a PWD of fed-eral financial aid grant funds (Pell, IASG, and FSEOG) without the student's permission, for outstanding current (educationally related) charges. The University will obtain a student's authoriza-tion to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the stu-dent withdrew.

If the student does not respond to the University's notice for autho-rization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See the Fed-eral Financial Aid Credit Balance Policy for the definition of out-standing charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written noti-fication is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written noti-fication includes the following:

- "The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information in reference to the borrower's obligation to repay Direct Loan funds, if disbursed.
- A request for authorization to credit Direct Loan funds to the student's account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to extend this timeline. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
  - If the University declines to honor a late response accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
  - If the University chooses to honor a late response, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final de-termination made concerning the disbursement is documented in the student's file.
- Instructions to submit the response electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, or fax.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the Uni-versity to make all or a portion of the PWD, the funds are dis-bursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late response, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late response accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs The University will pay the excess federal financial aid funds directly to the student or par-

ent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance.

Attribution of Funds

The University will consider to have disbursed federal financial aid grants before direct loans to the student's ac-count in the following order regardless of when the funds are credited:

- Pell Grant
- Iraq and Afghanistan Service Grant (IASG)
- FSEOG
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Graduate/Professional PLUS Loan
- Parent PLUS Loan

Note - Federal regulations require direct loan funds applied to a student's account, to be applied to current charges first.

Application of Funds

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

- Invoiced and unpaid allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges)for the current payment period or prior payment period of the loan period;
- Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed $200

Timeline to Issue a Federal Financial Aid Credit Balance

If there is a federal financial aid credit balance, the University will issue those funds to the student, or parent as applicable, within 14 days of the date funds are disbursed (applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher

All Title IV eligible students with a federal financial aid credit balance who meet the criteria for funds that could have been disbursed 10 days prior to the beginning of the payment period will be notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University to purchase books and supplies. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

Return of Title IV

The University will hold a federal financial aid credit balance until completion of the Return of Title IV (R2T4) process. (Refer to the *Return of Title IV Policy* for additional information.) Once the R2T4 calculation is completed, if there is any federal financial aid credit balance remaining, the University allocates the credit balance as follows:

- First, to repay any grant overpayment owed by the student as a result of his/her withdrawal

- Within 14 days of the date the R2T4 calculation is performed, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
  - Pay authorized charges at the University; or
  - Pay the student directly (or parent for a Direct PLUS loan)

Refer to the Return of Title IV Policy for additional information.

Returning Unclaimed Federal Financial Aid Credit Balances

Federal financial aid funds may not escheat to a state or any other third party. The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, the University returns the funds to the applicable federal financial aid programs no later than 45 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant-IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants and IASG to eligible students.

Policy

The University calculates the annual award for students in non-term credit-hour pro-grams using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment sched-ule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Calculating Payment Amounts

The award for each payment period may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours in the payment period over the credit hours in an academic year

or

- Weeks of instructional time in the payment period over the weeks in the academic year.

The scheduled Pell/IASG award is calculated using the lesser per-centage multiplied by the scheduled award.

Crossover Payment Periods

When a payment period falls into two award years -it begins before July 1 and ends on or after July 1 - it is referred to as a "crossover payment period." If a student is en-rolled in a crossover payment period, the entire payment period must be considered to occur within one FAFSA award year. The University determines for each Pell/IASG grant recipient the award year in which the payment period is placed. Students are awarded from the oldest and active aid year first.

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse

50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

• The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.

• Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.

• The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.

• If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Students Declining Pell Grant Funds

Students who decide to decline all or a part of a Pell grant disbursement must deliver to the University a signed, written statement clearly indicating they are declining the Pell grant funds for which they are eligible. Furthermore, they must understand those funds may not be available once the FAFSA award year is over. If the University receives a statement indicating such from the student, it will submit any adjustment records for the student to the Common Origination and Disbursement (COD) System. Any University account balance(s) resulting from the return of Pell Grant funding is the responsibility of the student.

Students Returning Pell Grant Funds

Students have the option of returning all or a portion of Pell grant funds they were eligible to receive, as long as this return is taken during the SAME award year. If they choose to do so, they must deliver to the University a signed statement clearly indicating they are returning the Pell grant funds they are eligible for. Furthermore, they understand those funds may not be available once the award year is over. Students must return the funds directly to the University, and the University will return those funds to the Pell

grant account. After doing so, the University must submit the required adjustment records for the students to the COD System. Any University account balance(s) resulting from the return of Pell/IASG Grant funds is the responsibility of the student.

The University does not accept any Pell/IASG grant funds from prior FAFSA award years.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will then contact Federal Student Aid's COD School Relations Center at 800-474-7268. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed.

On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student's Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.

Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. These students are notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher. (Refer to the *Federal Financial Aid Credit Balance Policy* for further information)

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the re-calculation, the student received more Pell/IASG award that the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. re-solves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Financial Aid Counseling Policy

Overview

The Financial Aid Counseling Policy addresses the requirements of the University ensuring initial entrance counseling is completed and students are notified of the requirement to complete exit counseling for each Direct, Graduate/Professional PLUS and Perkins loan borrower.

Policy

Entrance Loan Counseling

Entrance loan counseling, for Direct and Graduate/Professional PLUS loan borrowers, provides comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan.

The University ensures entrance loan counseling is completed for each first-time borrower. Students can submit proof of prior completion or can complete it on iGrad or StudentLoans.gov. The disbursement process prevents a student from receiving funding without completing entrance counseling. The counseling session includes completion of an interactive program that tests the borrower's understanding of the terms and conditions of the loans.

The University ensures an individual with expertise in federal financial aid is reasonably available to answer the borrower's questions regarding those programs.

Online counseling for Direct and Graduate/Professional PLUS borrowers generally provides the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Other terms and conditions
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods (if first disbursement was between 7/1/2012 and 6/30/2014), and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt

Entrance loan counseling for Grad PLUS borrowers also includes information about options to pay interest on a PLUS Loan while the borrower is in school.

The University maintains documentation substantiating the completion of entrance loan counseling for each student borrower.

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

Exit Loan Counseling

Federal financial aid recipient students within 2 to 7 credits of completing their pro-gram at the University will receive an electronic notification about the requirement to complete exit loan counseling. In addition, within 30 days of a student's last date of attendance, the University sends a letter with a link to complete NSLDS counseling and the required exit counseling materials. An eLetter is also sent to direct students to NSLDS.

If the student is a Direct Loan borrower at the University and withdraws prior to completing his/her program of study, the University mails exit loan counseling material to the borrower at the last known address and send an email directing the student to the NSLDS website where exit counseling may be completed. The material is sent within 30 days of the University learning the borrower has withdrawn. The University documents the student's file with the date the materials were sent.

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

The University ensures those affected by war, military operations or national emergencies are not disadvantaged because of their status.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect more accurately the financial condition of an affected individual and family The University has the option of using the applicant's original EFC or the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment

procedures established by the Secretary as discussed in the following section

Professional Judgment

To more accurately reflect financial need, the University uses professional judgment on a case-by- case basis for affected individuals The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications (e g , an individual's income increased as a result of serving on active duty)

The University clearly documents the reasons for any adjustment and the facts supporting the decision In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the Univresity accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND

- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed If the University receives the tax information, it will verify the income information of the tax filer(s)

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

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

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student With-draws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Re-fer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or

- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

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

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Stu-dent Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the Federal Student Aid (FAFSA), Student Aid Report (SAR) or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual in this category

Leave of Absence Policy

Overview

The Leave of Absence (LOA) Policy addresses the temporary inter-ruption in a stu-dent's program of study, when the student is not in attendance at the University. The LOA Policy is applicable to all students enrolled in certificate and degree programs at the Univer-sity. If a student is not actively enrolled in a program, the student is not eligible to apply for an LOA. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for federal financial aid recipients.

Policy

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

Required Documentation

A LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must fol-low the University's LOA Policy when re-questing a LOA, by pro-viding (on or before the start date of the LOA) a written, signed, and dated request, including the reason for the LOA, to the finance advisor. All re-quests will be forwarded to Student Financial Ser-vices - Operations (SFS-O).

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

If a student is out of attendance due to an unforeseen circumstance and considered unofficially withdrawn and the campus can docu-ment the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is unofficially withdrawn and the campus does not document the reason prior to the calculation being per-formed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial with-drawal (UW) status and the request is not due to unforeseen cir-cumstances that occurred prior to the UW status.

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

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when deter-mining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class be-cause of the unfore-seen circumstance.

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

Note: At the time of the LOA approval, the University will review the LOA dates re-quested by the student and may adjust those dates based on ARAs, class schedules, etc.

Extending an LOA

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

Institutionally Scheduled Breaks

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

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

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

Disbursements during an LOA

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

Completion of Coursework upon Return

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

Failure to Return

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

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

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's financial aid package.

Policy

An overaward occurs when a student's financial aid package exceeds financial need or when the total of all awards exceeds the cost of attendance (COA). Over-awards are usually the result of the student receiving financial assistance the University was not aware of when the student was packaged and/or awarded. The over-award becomes an overpayment if the University cannot correct the issue be-fore funds are disbursed to the student.

Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded If the University awards a Pell Grant to an ineligible student, that award becomes an overaward and must be resolved

If the University makes a Pell Grant overpayment for which it is not liable and the student is still enrolled, the University will return the funds on behalf of the student The student's financial aid is repackaged according to eligibility, and the student owes the University, rather than the Department of Education, any Pell grant funds he or she was ineligible to receive

If the student withdraws from the University and the Return to Title IV calculation results in a Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds need or COA, but the IASG by itself does not exceed the stu-dent's need, the University must reduce other financial aid to eliminate the over-award. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the stu-dent's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or
- grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

Direct Loans

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) estimated financial assistance (EFA) for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either -

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not al-ready done; or
- Reducing or returning one or more disbursements to eliminate the over-award.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this over-award.

Financial Aid Assistance Exceeds Cost of Attendance

The University first attempts to eliminate an overaward by replac-ing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University reduces or cancels any future federal financial aid loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If a return of funds is necessary to eliminate the overaward, funds are returned in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan

If the student becomes ineligible for only part of a Direct Loan or PLUS loan, the University will reduce the loan to eliminate the amount the student is ineligible for. If the student has no loans or if the student's financial assistance still exceeds the student's finan-cial need or COA, the University will proceed to reduce institu-tional grant and/or scholarship aid.

Reminder - The University will adjust the financial aid package to prevent an overaward of campus-based funds.

Conflicting Information and Other Assistance

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive financial assistance it was unaware of for a student. If the financial assis-tance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period of enrollment just completed.

Packaging Policy

Overview

The Packaging Philosophy Policy addresses the University's calcu-lation of student awards based on costs, period of enrollment, and statutory award maximums.

Policy

Prior to determining a student's eligibility for federal financial aid, the University con-firms a valid output document - Institution Stu-dent Information Record (ISIR) - is on file.

The University uses the "Ladder" packaging methodology allow-ing all applicants to be treated in the same manner when awarding funds. The University packages up to the cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Determining Need

The University subtracts the EFC, the Federal Pell Grant and other non-federal financial aid re-sources from the COA to determine remaining need.

Example:

$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 1,400	Scholarship
$7,000	Remaining Need

The order in which financial aid is considered and awarded is as follows:

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant or, alternatively, Iraq and Afghanistan Ser-vicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

Zero EFC Treatment for Children of Soldiers

An otherwise-Pell eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after Sep-tember 11, 2001, may receive increased amounts of federal financial aid if (1) the student was less than 24 years of age when the parent or guardian died; or (2) enrolled at an institution of higher educa-tion at the time of the parent or guardian's death.

The University uses an EFC of zero to package all federal financial aid if the student meeting the previously stated criteria has a Pell-eligible EFC. The zero EFC is only used for packaging purposes. The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treat-ment. This is based on a match with the U.S. Department of Defense file of eligible dependents.

Other Resources

Other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments

- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Grants and Scholarships

Grants and scholarships awarded:
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Scholarships
- State Grants
- Need-Based Institutional Grants

Determining Remaining Need

Self-help aid is awarded to meet remaining need as follows:
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Parent PLUS Loan
- Federal Direct Graduate/Professional PLUS Loan

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct unsubsidized loan amounts they are eligible for, are notified of their maximum unsubsidized loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Estimated Financial Assistance

The University considers need-based aid as well as non-need-based aid as estimated financial assistance (EFA) when packaging financial aid for a student. EFA includes, but is not limited to, the following:
- Federal Pell Grant
- Campus-Based Aid
- State Grants
- Scholarships
- AmeriCorps *
- Fellowships or Assistantships
- Tuition Assistance
- Waivers/Discounts
- Direct Subsidized and Unsubsidized Loans
- Direct Parent and Graduate/Professional PLUS Loans
- Private Loans

Iraq and Afghanistan Service Grants are not considered EFA. Therefore, they are never included in determining if a student's financial assistance exceeds need or COA. Likewise, if a student's other financial assistance exceeds a student's need or cost of attendance, as applicable, the stu-dent's Iraq Afghanistan Service Grant should not be reduced in eliminating the excess. However, and Iraq and Afghanistan Service Grant may be reduced if it alone exceeds a student's COA.

If an IASG recipient becomes eligible for the Federal Pell Grant during the award year, the University will treat the Federal Pell Grant as EFA, and may need to adjust the student's financial aid package.

* The University does not count AmeriCorps benefits as EFA when determining eligibility for a subsidized direct loan; however, the University does include AmeriCorps benefits when determining eligibility for a direct unsubsidized loan.

*If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford

Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes.

Overlapping Academic Years

If a student begins a program at the University prior to the expiration of his/her previous pro-gram's academic year (AY), the University will award all federal financial aid based on the student's remaining eligibility. The federal funds received for the prior AY do not count as EFA when awarding funds for the new program. However, the overlapping AY's funding is based on the remaining loan and grant eligibility, accounting for what the student received in the pro-gram. (Refer to the Transfer Policy and Program Changes Policy for additional information)

Awarding State Grants

If a student is awarded state grant funds and an ISIR has a C-code(s) or is selected for verification, the University does not award the funds until the C-code(s) are resolved and/or verification requirements are met.

Conflicting Information and Other Resources

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive aid it was unaware of for a student. If the aid was received after the period of enrollment ended for a student who is still enrolled or is intending to re-enroll, the University will treat the aid as EFA for the period of enrollment just completed.

Private Loan Policy

Overview

The Private Loans Policy addresses the University's participation in the private loan program. Private loans are available to help students supplement, not supplant, federal financial aid eligibility.

Policy

The University recommends that private loans be considered only after all federal and state financial aid options have been exhausted. Private loans may be available for both students and parents who are not eligible for need-based financial aid or who want to supplement their federal and state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. For debt management purposes, we encourage applicants to first complete the federal financial aid application to determine eligibility for grants and direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Eligibility

Private lenders determine student and/or parent eligibility for private loans. These amounts are limited to the cost of education minus other aid.

Application and Awarding Process

Most private loans are certified by the university to avoid over awarding. Students who apply and receive a private loan on their own must report it to the University as estimated financial aid assistance. The total amount of assistance received from all sources of funding, including scholar-ships, financial aid, tuition discounts and private loan programs cannot exceed the student's total cost of attendance (COA). Certain private loan products are limited to direct costs less other aid awarded.

Disbursement

Private loans are disbursed via electronic funds transfer directly to the student's tuition account in a single disbursement at either the beginning of the loan period or school certification, which-ever is later. Excess private loan funds are returned to the student upon their request, unless the loan is limited to direct educational costs.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. Students receiving only private loans are eligible for an LOA at the University. (Refer to the Leave of Absence policy for further information on LOA requirements)

Overawards

If the total amount of assistance received from all sources of funding, as indicated above, exceeds the total COA, the University will return funds to the lender based on funds available on the student's tuition account. This is determined by the Overawards Policy as follows: 1) Private Loan, 2) Parent and Graduate/Professional PLUS Loan 3) Direct Unsubsidized Loan 4) Direct Subsidized Loan.

Refunds

If the student is out of attendance greater than 14 consecutive days and no LOA is approved, any excess funds remaining after the Return of Title IV (R2T4) Calculation and/or institutional refund policies are calculated will be returned to the private loan lender.

Self-Certification Form

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of the form. If an enrolled or admitted student requests a self-certification form, the University will provide the written or electronic form the self-certification form developed by the Secretary. The University will continue processing federal financial aid funds and certifying loans in accordance with federal regulations.

Professional Judgement Policy

Overview

The Professional Judgment Policy addresses the University's treatment of a student, on a case-by-case basis, when the student has special circumstances that are not sufficiently addressed by a standard approach. Special circumstances include conditions that differentiate an individual stu-dent from a whole population of students and those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

Policy

The University uses professional judgment on a case-by-case basis. The reason is documented in the student's file as it relates to the student's special circumstances. The University does not ac-cept adjustments made for a student by another school, but reviews the student's circumstances and, if appropriate, documents the professional judgment decision made on the student's behalf. The University's decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education. (For additional information, refer to the Student Parent Eligibility Policy. Refer to the HEREOS Act Policy for information on individuals affected by war, military operations or national emergencies)

Special Circumstances

The purpose of professional judgment adjustments is to allow

schools the ability to accommodate special circumstances; the U.S. Department of Education does not provide detailed information on when the University may make adjustments. Examples include the following:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- unusually high child care costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member, or
- other changes in the family's income, assets or a student's status
- Number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

The University may use professional judgment to increase or decrease one or more of the data elements used to calculate the Expected Family Contribution (EFC). The University may also use professional judgment to adjust the student's cost of attendance (COA). Inconsistent or conflicting information shown on the output document will be resolved before making any adjustments. Use of professional judgment is neither limited to nor required in the situations mentioned above.

The University will **not**

- Modify either the formula or the tables used in the EFC calculation, but may only change values of specific data elements used in the EFC calculation;
- Use professional judgment to waive general student eligibility requirements or to bypass the intent of the law or regulations. For instance, the University will not use professional judgment to change Federal Supplemental Education Opportunity Grant (FSEOG) selection criteria.
- Include post-enrollment activity expenses in the students Cost of Attendance. For example, professional licensing exam fees are not allowable costs.

The University will use fairness during the decision making process and will not adjust data elements used to calculate the student's EFC, recurring costs such as vacation expenses, tithing expenses and standard living expenses related to utilities, credit card expenses, and children's allowances. In reviewing unusual expenses, the University reviews the income protection allowance (IPA) to determine if the expense is already included in the EFC calculation. Students should contact their Finance Advisor for further information.

Program Changes Policy

Overview

The Program Changes policy details the University's treatment and determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Program Changes

Federal regulations require the University to re-evaluate the academic year, loan period and payment periods for a student who

has changed programs while attending the University. A student who changes programs will be required to begin a new academic year (AY), loan period (LP) and payment periods. Academic years for students who change programs at the University will be established based on the credit hours remaining in the student's new program. Federal aid funds awarded will be based on the student's remaining eligibility.

When a student has changed his/her program, the University will perform a Return of Title IV (R2T4) calculation for the applicable payment period of the program the student is transferring out of and update the program's AY/LP/payment periods accordingly. (Please refer to the Return to Title IV Policy for additional information)

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

Federal Pell Grant Award

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

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

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

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

100 Percent of Scheduled Award

- Percentage of Scheduled Award used

= Maximum Percentage of Scheduled Pell Award student may receive

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

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

Federal Pell Grant Example: A student transfers from the AAB program to the BSBA program at the University.

Pell Data from the prior program at the University

Scheduled Pell award	$4,000

Pell Data from the prior program at the University

Pell award kept as a result of the R2T4 calculation	$1,500

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

Pell Calculations by the University

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

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

Pell Disbursement in the new program at the University

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

This Pell example does not account for a student who is eligible for 150% of his/her scheduled Pell award for an award year. The assumption is being made that the payment periods in the new program fall into the same award year as the previous program.

Federal Direct Loan Award

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

completed in the new program.

Federal Direct Loan Example: A student transfers from the AAB program to the BSBA program at the University. In the BSBA program, the student is a third-year independent undergraduate student with a maximum annual Subsidized Loan eligibility of $5,500 and Unsubsidized Loan eligibility of $7,000

Direct Loan Data from the Prior Program at the University

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

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

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

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

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

Program Change Effective Date

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

Program Version Changes

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

Re-Entry Policy

Overview

The Re-entry Policy addresses how the University will treat students when they withdraw from the University and re-enter the same program within 180 days, or withdraw from the University and re-enter after 180 days or into a different program of study. The 180 day break is determined by counting the days between the student's official last date of attendance (OLDA) and the course start

date when the student returns. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Re-entry within 180 days

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

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

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

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

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

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

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

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

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

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

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

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal

award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry after 180 days Or Re-entry into a Different Program

When a student withdraws from the University and re-enters after 180 days have elapsed or re-enters into a different program of study at any time, the University will award the student based on a full academic year/loan period with new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program be-gins before the calendar end date of the previous program's AY, prior funds disbursed will be taken into consideration when packaging the student for the new program. (Refer to the Transfer Policy for additional information)

Return of Title IV Policy

Overview

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

Policy

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

Withdrawal from the University

For students who officially, unofficially, or administratively withdraw from the University, refer to the University's academic Withdrawal Policy. The following is an exception to the withdrawal date and date of determination for federal financial aid purposes only.

Academic Related Activities that Occur During an Institutionally Scheduled Break or Course Extension Period

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

Withdrawal Date

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

Date of Determination

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

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

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

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

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.

- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

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

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

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

Institutionally Scheduled Breaks

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

Percentage of Federal Financial Aid Earned

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

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

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Total Calendar Days Completed in the Payment Period

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

Required Adjustments to Calendar Days Completed in the Payment Period

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

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days in the Payment Period

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

Required Adjustments to Calendar Days in the Payment Period

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

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

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

- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal.

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

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

Rate of Progression Examples

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

- Bachelor Program Online
  - Last date of attendance is 07/15/20XX
  - Payment Period is 06/07/20xx to 10/24/20xx

Course Schedule:

Course ID	Credits	# of Days in Course	Start Date	End Date	Instructor	Grade
Course #1	3.0	35	06/07/20XX	07/11/20XX	SMITH	W
Course #2	3.0	35	07/12/20XX	08/15/20XX	JONES	
Course #3	3.0	35	08/16/20XX	09/19/20XX	JOHN-SON	
Course #4	3.0	35	09/20/20XX	10/24/20XX	BROWN	

The total number of days the student is scheduled to complete (prior to the withdraw-al) is 140. However, because the student received a "W" in course #1, 35 calendar days will be added to the payment period for this unsuccessful course completion which occurred in a course prior to the course the student's last date of

attendance occurs within. Therefore, the new total number of days in the payment period is 175.

Rate of Progression Calculation

$$\frac{39 \text{ (Number of calendar days completed in the payment period)}}{175 \text{ (Total number of calendar days in the payment period)}}$$

The percentage of the payment period completed =22.28%

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

Estimate for illustrative purposes only.

Title IV Credit Balance and the return calculation

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

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

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

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

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

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Fed-eral Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

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

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the en-tire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's ac-count. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus, or as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

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

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

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

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins loans
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

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

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

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

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a stu-dent is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an indi-vidual borrower or stu-dent for whom a parent received a PLUS loan dies, the University suspends further awarding and disburse-ments. An original or certified copy of the death certificate or accu-rate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a dis-charge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of aca-demic attendance or attendance at an academically related activity determined from University attendance records. The date of deter-mination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

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

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

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

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

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

Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible

student is meeting SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

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

Qualitative Measure

Grade Point Average

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

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

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

Qualitative Exclusions

The following are excluded from the qualitative computation:
- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)(provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

Quantitative Measure

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

Maximum Timeframe

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

tion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

Pace of Completion

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

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

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

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

Included in Pace of Completion

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

Evaluation

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

Financial Aid Warning

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

Financial Aid Disqualification

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

Financial Aid Probation

Students who are granted an appeal will be placed on financial aid

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

Student Notification

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

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

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

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

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

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements.Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

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

Maximum Timeframe

If at any time during the evaluation period it is determined a stu-

dent is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

Transfer Credits - Qualitative

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

Transfer Credits - Quantitative

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

Program Changes

Students who change programs at the University are re-evaluated to determine which credits apply to the new program. The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

Re Enters

If a student withdraws from the University and subsequently re-enters, whether within 180 days or after 180 days, the SAP status at the time of re-entry and for the first payment period upon re-entry will be the SAP status the student had for the most recently completed payment period prior to his/her withdrawal.

Repeat Courses

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

Note: Repeat courses taken in a program are counted in the SAP status for that program.

Concurrent Enrollment

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

Student Parent Eligibility Policy

Overview

The Student Parent Eligibility Policy addresses student and parent eligibility requirements that must be met prior to awarding federal financial aid.

Policy

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

Admission

Prior to a student receiving federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University.

High School Diploma or Equivalent

Students must be qualified to study at the postsecondary level. Refer to the University's catalog for required documents supporting high school completion or its equivalent. For students attending the University, one of the following criteria must be met:

- High school diploma
  - A copy of the student's high school diploma
  - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma
  - General Education Development (GED) certificate
  - California High School Proficiency Examination (CHSPE);
  - HISET Completion Certificate
  - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the stu-dent has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
  - A copy of the "secondary school leaving certificate" or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
  - An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree; or
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and docuemtns the successful completion of a s econdary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: If selected for verification tracking groups V4 or V5 (see Verification Policy for further information), in cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his or her completion of a secondary school education in a foreign country, the University may accept self-certification It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Grant Overpayments

A student is ineligible for federal financial aid if he/she owes an overpayment on a federal student aid grant. If the student owes a grant overpayment, the student may regain eligibility for federal student aid by repaying the grant overpayment or making satisfactory arrangements to repay the grant overpayment.

Loan Limits

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid HEA loan program have been exceeded or has property subject to a judgment lien for a debt owed to the United States. If annual or aggregate loan limits have been exceeded, the student may regain eligibility by repaying the extra amount borrowed or making satisfactory repayment arrangements with the loan holder.

Drug Convictions

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

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

If University personnel become aware of a student being convicted of any offense involving the possession or sale of illegal drugs, they will report it to Student Financial Services - Operations (SFS-O) to ensure future federal financial aid disbursements are cancelled. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid

Incarcerated Students

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

An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or sentenced to serve only weekends, is not considered to be incarcerated.

Title IV Eligibility for Incarcerated Students

All incarcerated students are

- not eligible for Title IV federal financial aid loans
- eligible for FSEOG

Students incarcerated in federal or state penal institutions are

- not eligible for Pell grants

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are

- not eligible for Pell Grants

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities, and juvenile justice facilities) are

- eligible for Pell grants

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are

- not eligible to receive Pell grants

Cost of Attendance for Incarcerated Students

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

Regaining Title IV Eligibility for Incarcerated Students

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

Citizenship

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

If a student needs to provide documentation to confirm his/her citizenship status and the student is unable to present this documentation in person, the University will allow the student to submit a hard copy or electronic image of the original document. Along with the citizenship documentation, the student must provide an affidavit. The affidavit requires two forms of identification and signature from the student.

Secondary Confirmation

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation If the University receives a SAR/ISIR with a secondary confirmation match flag of "P," the DHS will continue to check its records in a process called automated secondary confirmation The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation If the result is not received by that time, the University will begin the paper process of secondary confirmation. Beginning May, 2018, this will become an electronic process and the paper forms will no longer be accepted nor returned.

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

Default

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

Overpayments

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

Selective Service

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

Unusual Enrollment History (UEH)

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

- "N" - No resolution is required by the university; the student's enrollment pat-tern is not unusual
- "2" - the University reviews the student's enrollment and financial aid records to determine if, during the four-award year review period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018), the student received a Pell Grant or Direct Loan at the University.
- "3" - the University reviews the student's academic records to determine if the student received academic credit at the University during the three award year period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018). In addition, the University reviews the National Student Loan Data System (NSLDS) to identity all schools where the student received Pell Grant or Direct Loan funding over the past four award years.

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

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

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

Approval of Continued Eligibility for UEH

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

Denial of Continued Eligibility for UEH

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

Regaining Eligibility for UEH

The student is required to successfully complete one payment period, earning at least 12 credits, at the University to regain federal financial aid eligibility During this time, the student is required to use an alternate method of payment for tuition and fees Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the academic year, but Pell grants are only awarded going forward/starting with the next payment period

Parental Non Support

Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer a dependent student a Direct unsubsidized loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

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

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

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

Dependency Overrides

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

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

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

PLUS Exceptional Factor

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

- The parent is incarcerated.
- The parent's whereabouts are unknown.

- The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.
- The parent's income is limited to public assistance or disability benefits and you have documented that the parent would not be able to repay the PLUS loan.
- The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

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

Eligibility for Direct and PLUS Loans

A student is eligible to be awarded a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:

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

The annual loan limit for graduate and professional students is $20,500. This amount is limited to Direct Unsubsidized loans only.

In the case of a borrower whose previous loan was cancelled due to total and permanent disability, or discharged after a final determination of total and permanent disability, the borrower

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

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

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

- The borrower signs a statement acknowledging that the suspension of collection activity on the prior loan will be lifted.

A graduate/professional student or parent is eligible to receive a Direct PLUS Loan if the following requirements are met:

- Student completes a current award year Free Application for Federal Student Aid (FAFSA).
- The parent borrower is the student's biological or adoptive mother or father or the student's stepparent if their income and assets are taken into account when calculating the student's EFC
- The parent borrower is borrowing to pay for educational costs of a dependent undergraduate student who meets the requirements for an eligible student.
- The parent borrower provides a social security number for themselves and the student.
- Student or parent borrower meets the requirements pertaining to citizenship and residency.
- Student or parent borrower meets the requirements concerning defaults and overpayments.
- Student or parent borrower is not incarcerated.
- The federal government does not have a judgment lien on the parent's property.
- Complies with the requirements for submission of a Statement of Educational Purpose for the student, except for the completion of a Statement of Selective Service Registration Status.
- Student or parent borrower does not have an adverse credit history.
- Student or parent borrower has an adverse credit history but has obtained an endorser who does not have an adverse credit history; or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist (effective March 29, 2015 - PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Subsequent ISIRs Policy

Overview

The Subsequent ISIRs Policy addresses the University's role in reviewing any Institutional Student Information Record (ISIR) the University receives after awarding a student federal financial aid funds

Policy

The University is required to resolve any discrepancies in federal financial aid related information. Therefore, the University reviews all subsequent Institutional Student Information Record (ISIR)

transactions received for a student for the federal processing aid year to identify changes requiring supporting documentation from students.

Subsequent ISIRS

A subsequent ISIR is an ISIR received when a student or other institution changes information after the University has awarded the student federal financial aid funds. The University is required to review any data element change made by the student or other institution which may affect eligibility for federal financial aid or the amount and type of federal financial aid awarded. The University will not make further disbursements of federal financial aid funds until the changes made to a subsequent ISIR are confirmed and/or corrected.

If a subsequent ISIR is received after verification is completed, the University will collect documentation to support the change or correct the ISIR back to the verified information. The University does not accept changes based on marital status updates.

The University will not disburse federal financial aid until all conflicting information has been resolved, even if the conflict concerns a previous award year. The findings are documented in the student's file.

If a subsequent ISIR is received with changes to C Flags and comment codes or the EFC, the University will review and collect the required documents. If a subsequent ISIR is received because the National Student Loan Data System (NSLDS) has provided new or updated information to the University, the NSLDS history is reviewed to determine if changes are needed to existing awards. This information may include indications a student has gone into default or owes an overpayment. It may also indicate a student has resolved a default and is now eligible for federal financial aid funds.

Once the subsequent ISIR is reviewed and eligibility to receive federal financial aid is determined, if necessary, the student will be sent a revised award letter reflecting any changes.

If, after reviewing the subsequent ISIR, it is determined the student is ineligible for federal financial aid, the student is notified via a letter of ineligibility.

Transfer Policy Overview

The Transfer policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

External transfers

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

Advancing Programs

Students who graduate from one program at the University and begin another program at the University are students who are advancing programs.

Awarding Federal Aid

In both scenarios listed above, the University will award all federal financial aid (Federal Pell Grant, FSEOG, and Direct Loans) based on a full academic year in the new program at the University. (Refer to the Federal Pell Grant/IASG Policy, Direct Loan Policy, and Campus Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

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

1. The student submits a valid SAR to the University; or

2. The University obtains a valid ISIR

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

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

Pell disbursed at prior school/program = % of Scheduled Award used

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

Maximum % of Scheduled Award Remaining x Scheduled Award at University = Maximum Pell Award

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

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

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

Pell Data from the Community College

Scheduled Pell award	$3,000
Pell award disbursed	$1,500
Amount of Pell funds returned due to R2T4 calculation	$300

Pell Data from the Community College

Net amount of Pell funds disbursed to student	$1,200

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

Pell Calculations to Determine Remaining Pell Eligibility

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

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

Pell Disbursements at the University

First payment period	$2,000
Second payment period	$400

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP. The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school or in the previous program are considered. If the bal-

ance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements (Refer to the Disbursements Policy for additional information). Direct Loan Example: A student received a portion of a Direct Loan at a community college, then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first year, independent undergraduate student with maximum annual Subsidized Loan eligibility of $3,500 and Unsubsidized Loan eligibility of $6,000.

Direct Loan Data from the Community College

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

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

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

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

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

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification Policy

Overview

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The ISIR or SAR document received from the CPS will indicate whether the student's application is selected for verification. Once the CPS has selected a student, the University verifies all required student information.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:
- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:
- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:
- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College

- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Students not selected by the CPS or who are exempt from verification, but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the stu-dent's application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are re-viewed and retained as part of the student financial aid file.

Acceptable Documentation V1 and V5

The University is considered to have verified the following verifiable items if selected students retrieved and transferred their income tax return information using the IRS Data Retrieval Process:

- Adjusted gross income
- Federal income taxes paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions
- Tax exempt interest income

Under certain conditions, students, spouses and/or parents will need to submit their IRS Tax Return Transcript for the specified tax year. These conditions are as follows:

- If a student, spouse, or parent has not successfully transferred information from the IRS
- Information included on the FAFSA using the IRS Data Retrieval was subsequently changed
- When a married independent student and spouse filed separate tax returns
- When the parents of a dependent student filed separate tax returns
- When a student or parent had a change in marital status after the end of the specified tax year on December 31
- When the student, parent, or spouse filed an amended tax return

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Individual Unable to Obtain IRS Transcript

If an individual is selected for verification but is unable to obtain a transcript from the IRS, on an exception basis the University will accept a signed copy of the relevant 2016 IRS tax return that was filed with the IRS.

Victims of Identity Theft

Tax filers who have been victims of identity theft are unable to obtain tax information using the IRS data retrieval tool and are unable to receive an IRS tax transcript until the matter is resolved by the IRS. In these instances, the University may accept an alternate transcript known as The Tax Return DataBase View (TRDBV) requested by the tax filer from the IRS as well as a signed and dated statement from the victim stating he/she was a victim of tax-related identity theft and the IRS is aware of this. If a victim is

unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), or any other IRS tax transcript(s) that include all of the income and tax information required to be verified OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that include the change(s) made by the IRS, in addition to one of the items mentioned above.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

Other Tax Returns

If the tax filer filed a tax return with Puerto Rico, the U.S. Virgin Islands, American Sa-moa, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a copy of a transcript of the tax filer containing their tax information, as long as the transcript is available at no charge from that jurisdiction's taxing authority. A signed copy of a filed tax return that was filed with the taxing authority is only acceptable if the tax filer is unable to obtain a free copy of a transcript.

If the student, spouse, and/or parent is a resident of the Republic of the Marshall Is-lands, the Republic of Palau, or the Federated States of Micronesia, the University will accept a copy of the individual's Wage and Tax Statement from each employer that provided such a statement and a signed statement identifying all of the individual's income and taxes for the tax year.

If the filer filed a tax return with a foreign country, the University accepts signed copies of that tax return or other documentation. The income and tax information is converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubisdized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University must accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension, or
- A signed statement by a self-employed individual certifying the amount of the AGI and U.S. income tax paid for the specified tax year
- If applicable, a copy of the IRS's approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for the tax year, and
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017;

Note: If the University receives the transcript, it must reverify the AGI and taxes paid. However, the University may not delay verifying a student's FAFSA in-formation until the tax return is received if the student provides the above documentation.

If the individual has requested a transcript that lists tax account information for the specified tax year and the IRS, a government of a U.S. territory or commonwealth or a foreign central government cannot provide or locate a transcript, the University must accept the following:

- A copy of IRS Form W-2 for each source of employment income received for the specified tax year
- A signed statement by a self-employed individual or an individual that has filed an income tax return with a government of a U.S. territory or commonwealth or a foreign central government certifying the amount of AGI and taxes paid

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. If a W-2 is not available, the University may accept a signed statement explaining the reason the W-2 form is not available as well as the amount earned and the source of income. In addition, the statement must certify confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

The U.S. Department of Education does not require the University to have special knowledge or expertise regarding the U.S. tax code. However, if a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe student was required to file a U.S. tax return, this constitutes conflicting information and must be resolved. The University will require the applicant to submit a "Verification of Non-filing Letter" from the IRS indicating the tax filer did not file an IRS income tax return for the tax year being verified.

Number in Household

The University will accept a signed statement by the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member and the relation-ship of that household member to the student.

Number in College

The University will accept a signed statement from the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the 2018/2019 award year and the name of the educational institution must be listed.

If the University has reason to believe the signed statement is inaccurate, the University will obtain a statement from each institution listed stating the household member in question is, or will be, attending on at least a half-time basis. If the institution the applicant is attending determines such a statement is not available because the house hold member in question has not registered at the institution he or she plans to attend; or the institution has information indicating the house-hold member in question will be attending the same institution as the student, a statement is not required.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

High school diploma-

- A copy of the student's high school diploma;
- A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or

Recognized equivalent of a high school diploma-

- General Educational Development (GED) Certificate
- California High School Proficiency Examination (CHSPE) Certificate
- HiSET Completion Certificate
- Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
- A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
- An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: In cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his/her

completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational pur-pose/identity:

- An unexpired, valid government-issued photo identification, such as a driver's license or pass-port
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
  - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information un-less the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, any Pell funds disbursed prior to selection will be returned by the University on the student's behalf.

Completing Verification

When the University has obtained all necessary verification documents from the stu-dent, the documentation is compared to the ISIR/SAR record. If the verification pro-cess shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.

If the University has reason to believe a student is trying to avoid completing verification requirements and/or suspects potential fraud, the University will investigate the reasons of the stu-dent and not award federal financial aid funds for the payment period. If resolution cannot be reached, the student will lose eligibility for funds within that award year. In addition, based on the outcome of the University's investigation, any credit information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG).

If a student was selected for Verification Group V1 and does not complete verification, and the University disbursed unsubsidized or PLUS loans to the student/parent, the unsubsidized and PLUS loan aid that was disbursed may be kept.

Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any neces-sary corrections, which must be made by the applicable federal deadlines.

Interim Disbursements

The University will not make any interim disbursements during the verification process.

Change in Marital Status

The University will not update a student's dependency status based on a change in marital status. However, if the student can provide documentation showing support of the spouse or others of more than 50%, those persons may be included in the student's household size.

Using a Joint Tax Transcript to Determine Individual AGI and Taxes Paid

If the filer of a joint return has become widowed, divorced, or sepa-rated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- Applicable Federal tax year transcripts,
- W-2 Forms, and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The university will confirm or update the AGI and income based on the documentation submitted and use the proportional distribu-tion method to determine taxes paid.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application infor-mation is incorrect, the University will resolve such discrepancies before disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the Univer-sity will reconcile the conflicting information and require the stu-dent to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name

- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

The University completes the verification process before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Pell award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or if a selected transaction has a CPS transaction pro-cess date that is after the date the student was withdrawn from the University.

Verification Timelines

The University will require Pell, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken as required based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student in writing of verification requirements and time-lines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation

- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed time-lines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

The University administers crossover payment periods in a way that best benefits the students. If a student is selected for verification in one award year and the payment period crosses over into another award year in which the student is not selected for verification, the University will first request verification documents from the oldest award year. If the student does not complete verification within the required verification deadlines, and the subsequent award year in the crossover period is not selected for verification, the University will use the subsequent award year to award federal financial aid funds.

Additionally, if the student is selected for verification for both award years and only documents for the subsequent award year are submitted, the University will proceed with verifying and awarding based on the subsequent award year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for the verification process still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after ceasing to be enrolled at the University

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- the spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the stu-dent's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an effected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

• For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly, and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified

• The University will waive the requirement of a signed parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student's parents was available to provide the statement.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

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

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

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

Expectations for conduct and the standards are discussed in the beginning classes for School of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

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

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

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

Students' Right to Privacy

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

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

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

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

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

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

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

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

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

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

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STUDENT CODE OF CONDUCT
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The University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Title IX and Violence Against Women Act Policy

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation t o abide by the Student Code of Conduct. Conduct on or off campus which is determined to impair, interfere with, or obstruct the opportunities of others to learn, or which disrupts the mission, processes, or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.

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

3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking.

4. Stalking (not otherwise specified in number 3 above) or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.

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

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

7. Failure to cooperate in a University investigation.

8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.

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

11. Falsification, alteration, or invention of information, including, but not limited to, any third party document used to apply for financial aid or lying during a University investigation.

12. Violation of the policy on Acceptable Computer Use for Faculty and Student.

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

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

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and approval with an Office of Dispute Management Senior Manager, Director, or Vice President.

2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.

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

b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.

a. Designated University Official Definition:

i. Academic Violations - representative from the student's college;

ii. Behavioral Violations - Director of Grievances and Appeals

iii. Record Violations - Registrar or designee from the Registrar's Office

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

4. Processing Student Response -

a. A student response admitting guilt will be sent to the desig-

nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

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

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

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

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

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

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University

official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or

2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. Plagiarism - Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or

sharing of work.

d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's work.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

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

4. Unauthorized assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise or the completion of an academic exercise by someone other than the student. This includes, but is not limited to, providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

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

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

7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

a. For more information, refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies. Students may also access the University's Copyright Infringement and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.

An alleged violation of the Student Code of Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough and impartial review process.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking will be forwarded to the University's Title IX Coordinator, Camie Pratt, Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investigation Procedures and Protocols.

a. Interim and protective measures - refer to Title IX/VAWA Policy - 3.5 Interim and Protective Measures (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf)

2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing

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

3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).

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

4. Processing Respondent Response -

a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.

i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and / or present written witness statements for inclusion in the Title IX Case Packet.

ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint,

NOTE: If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator, or Deputy Coordinator).

iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM).

iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one representative of the college. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.

v. The Title IX Committee will use the preponderance of the

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

vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

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

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

a. Parties are able to present evidence for the committee's review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

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

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

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

c. Any decision which affects a Respondent's enrollment or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC).

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:

a. A procedural error occurred,

b. New information exists that would substantially change the outcome of the finding, or

c. The sanction is disproportionate with the violation

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the

School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, School of Nursing.

The School of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct
   Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. American Nurses Association (ANA) Code of Ethics for Nurses
   The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: http://www.nursingworld.org/codeofethics

3. Nurse Practice Act (by state)
   Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: https://www.ncsbn.org/nurse-practice-act.htm

4. ANA Principles for Social Networking and the Nurse
   ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: http://www.nursingworld.org/principles

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct

or Professional Standards.

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.

    a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

    b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

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

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

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

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

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

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.

7. The candidate values human diversity and shows respect for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or

counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of assignments.

12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

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

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

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

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's

affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

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

1. The candidate contributes to a positive climate in the University classroom and all field placements.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.

10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.

12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the

Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.

2. The administrator candidate values and is committed to life-long learning for self and others.

3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.

4. The administrator candidate is committed to establishing a safe and supportive learning environment.

5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.

6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

8. The administrator candidate believes in involving stakeholders in order to work toward common goals.

9. The administrator candidate values and is committed to timely communication to inform the community and public.

10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.

11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.

12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.

13. The administrator candidate believes that risks must be taken to improve schools.

14. The administrator candidate believes and is committed to continual school improvement.

15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the academic catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Camie Pratt, Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in the academic catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in the academic catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in the academic catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in the academic catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in the academic catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in the academic catalog.

Step Two: Mediation

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

The mediator shall schedule the mediation as expeditiously as pos-

sible. All parties will have the opportunity to attend and partici-pate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all media-tions, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties can-not mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Associa-tion ("AAA"). Except as provided in this Agreement, the arbitra-tion shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct ade-quate civil discovery, bring dispositive motions, and present wit-nesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be for-feited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitra-tion, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of gen-eral jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

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

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, con-tent, or results of any arbitration hereunder without the prior writ-ten consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pur-suant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Educa-tion by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Stu-dents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN).

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ACADEMIC POLICIES

Academic Advisement

All students are provided an assigned Academic Counselor from the start of their first class until after graduation to collaborate with on the development of their individualized academic plans, assist with educational milestones, and maintain a commitment to earn a degree. Academic Counselors ensure that students have the information they need to make informed decisions and educate students regarding the requirements, policies, and procedures of their academic program. Additional services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Guidance on degree completion progress and options may also be discussed with an Academic Counselor at any time throughout the student's degree program.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student's Enrollment/Disclosure Agreement defines the student's curriculum and degree requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class .

The Enrollment/Disclosure Agreement must be signed within 90 days of Admission Application or Program Change Addendum. A Social Security Number is required to be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification Form if the student prefers to have the Social Security Number omitted from the student's education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Admission Statuses

There are thirteen types of admission statuses at the University of Phoenix representing a student's standing: Applicant, Orientation Pending, Admitted with Condition, En-Route Credential, Admitted, Deferred Admission, Graduate Provisional, Applicant International Credentials, Non-Degree, Denied for Cause, Denied Admission, Admission Deadline Exceeded, and Re-Entry. Applicants to certain degree programs are permitted to begin their course of study under Applicant, Applicant with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Applicant (RR) Status

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

Orientation Pending (OP) Status

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

Admitted with Condition (AC) Status

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

En-route Credential (EC) Status

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

Admitted (AM) Status

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

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file.

Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Graduate Provisional (PV) Status

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

Applicant International Credentials (RI) Status

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

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause (DC) Status

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

Denied Admission (DN) Status

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

Admission Deadline Exceeded (DE) Status

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

Re-entry Required (RE) Status

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

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)

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

Disqualified for Admission (DA)

DA status results when provisionally-admitted students fail to achieve the minimum-required grade point average (GPA) at the conclusion of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and   may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)

AD results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

SD status results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript.

Students placed on SD status:
- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

SS status occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the allocated period of time for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

EX status occurs when a student is administratively withdrawn from the University and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)

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

Academic Probation (AP)

Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)

Student is withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)

Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)

Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)

Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.
- 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
- 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.
- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Enrollment Status

The University recognizes the following enrollment statuses:
Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.

Enrollment Status	Code	Definition
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in his/her program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

Student Falsification of Information

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

On-Camera Conduct Policy

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited, to children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the respective policies.

Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

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

Grade Definitions

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

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

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

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

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

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

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

I = INCOMPLETE Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade.

- The student's final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

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

IP = IN PROGRESS An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION An IX grade may be awarded in the following instances:

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

- A new IX course completion date must be determined by the Disability Services Advisor.

- Students who are approved for reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

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

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67

Grade	Quality Points	Grade	Quality Points
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

A course which is repeated or replaced with equivalent coursework will no longer be applicable for credit, the course will not be calculated into the grade point average, and the most recent course will be applied and calculated in its place.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

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

Record Retention

The University maintains students' transcripts, transcript keys and

transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Office of Admissions and Records.

Grade Disputes and Grade Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance to academic policies, whose decision is final, unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to the student being degree conferred.

Program and Modality Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

Graduation Application and Credential Conferral

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic

and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a graduation application in order to be considered for official credential conferral.

Following credential conferral, the University will issue one diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

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

Graduation with Honors

Bachelor degree students who complete their degree program with a program grade point average of 3.85 or higher will graduate with "Honors". The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held by the majority of campuses.

Students who have met all of the requirements and completed a degree program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet

the requirements as outlined below.
- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate students- successful completion of all but 6 credits
  - Bachelor's and Master's students- successful completion of all but 9 credits
  - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

Degree seeking students who meet the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

All Bachelors level students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years

Program	Years for Completion
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student's program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

- A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

Re-entry students who return to the same program version will have a new program completion deadline calculated if that program version is still active and available for new enrollments and is the most current version in the student's state or jurisdiction. Re-entry students who return to a program that is not accepting new enrollments and/or is not the most current version available in their state or jurisdiction will be held to their original program completion deadline.

Disclaimer on Job Placement

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

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered Non-degree students and will be enrolled under the Non-degree (ND) admission status.. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an Extension program code for a College or non-credit bearing courses that are part of a program code from the School of Continuing Education.

Enrollment of international students into non-degree courses in

any of the three categories will only be made as permitted by U.S. law. University of Phoenix will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Registrants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the registrant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, Non-Degree students must meet the following academic preparedness requirements:(E1, E3)

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.(E4)
  - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement. (E5)
- Students who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the enrollment paperwork.
  - Have been granted asylum or refugee status
  - Have a valid F1 Visa
- Students who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
  - have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
  - have been completed with a grade of "C" or better or comparable passing benchmark
  - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from University of Phoenix or other institutions.

Non-Degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree student who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits towards an undergraduate degree required course of study completed after admission into the degree program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Humanities and Sciences Individual Counseling Non-Degree Courses

Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Health Professions, School of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN transfer partner institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Partnership Transfer Pathway Guides.

RN-BSN Transfer Partner Institution CEP's

RN-BSN Pathway Partnership CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP

courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

School of Advanced Studies Individual Doctoral Non-Degree Courses

Non-Degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

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

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement

- Monitoring Effectiveness of Improvements

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

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their

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education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and registration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

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

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall

class management.

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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

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Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **PhoenixLink**™Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™is where you'll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University's alumni mentor database.
- View career planning and development resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest®and Twitter®online communities.

- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni/events
- **Phoenix Focus** - Be in the know with Phoenix Focus, your alumni magazine, featuring alumni profiles, career advice and in-depth articles to inspire you. Read the latest edition of Phoenix Focus at alumni.phoenix.edu/pf.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to alumni@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the eCampus portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
800.795.2586
E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
instagram.com/uopxalumni
linkd.in/uopxalumni
pinterest.com/uopx
twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

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

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

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

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

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and
- All other program specific admission requirements must be met.

An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

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

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

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

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

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-

pletion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

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

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after

their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

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

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

-or-

  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-

  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

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

Residency Requirements and Course Waivers for Bachelor Programs

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

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

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

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

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

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements

Phoenix Success Series Categories	Credits	Course Selection
Psychology	3	PSY 110
College level research and writing	6	ENG 100 ENG 200
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201 ....3 credits
Foundations for University Success
PSY 110 ~...3 credits
Psychology of Learning
ENG 100 ~ ....3 credits
Critical Reading and Composition
HUM 115 ~ ....3 credits
Critical Thinking in Everyday Life
FP 100 ~ ....3 credits
Everyday Economics and Finance
ENG 200 ~ ....3 credits
Research and Rhetoric

- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-year Sequence.
  - Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195 .... 3 credits
Foundations of University Studies
COM 170 ~.. 3 credits
Elements of University Composition and Communication I
COM 172 ~.. 3 credits
Elements of University Composition and Communication II
HUM 114 ~ .... 3 credits
Critical Thinking and Creative Problem Solving
PSY 211 ~ .... 3 credits
Essentials of Psychology
SCI 163 ~ .... 3 credits
Elements of Health and Wellness
FP 120 ~.. 3 credits
Essentials of Personal Finance

- SOC 110 is an optional course that may be taken prior to the completion of the First-Year Sequence. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, First-Year Sequence course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - National Testing Programs
  - ACE evaluated Military credits.
- Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information for their program after the applicable required course of study. Students requesting course waivers must have formal written requests submitted to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses requested to be waived, the courses to be transferred into the required course of study, and the university where the transfer courses were completed.

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

General Education

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

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

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

General Education Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain knowledge, skills and abilities within the various general education categories. Therefore, students
should be able to demonstrate the following learning outcomes by the time they complete their general education requirements:

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.
- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

Liberal Arts Components

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

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

English/Language Arts, credit requirements vary by program

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

Mathematics, credit requirements vary by program

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

Social Sciences, credit requirements vary by program

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

Social Studies, credit requirements vary by program

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

Humanities, credit requirements vary by program

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

Fine Arts, credits requirements vary by program

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

Science/Technology, credit requirements vary by program

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

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

Liberal Arts, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary, credit requirements vary by program

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

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix offers Prior Learning Assessment (PLA) as an option by which students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and Experiential Learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the postsecondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcripted for academic college-level

credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List.

University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University's Colleges, Schools, or the Provost's Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.

With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays.

Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

Corporate Partnerships- Credit Recommendation Guide

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

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

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

Prior Learning Assessment Submission and Posting & Fees

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

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment.html.

Standardized Credit Recommendations

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

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

Program Length
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Associate Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 90 to 104 weeks, Health Services Administration - 90 to 108 weeks, Humanities & Sciences - 93 to 109 weeks, Information Systems & Technology - 90 to 114 weeks, Business - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 206 to 220 weeks, Health Services Administration - 200 to 204 weeks, Nursing - 202 to 215 weeks, Humanities & Sciences - 200 to 225 weeks, Information Systems & Technology - 200 to 207 weeks, Business - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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SCHOOL OF BUSINESS

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We prepare future leaders for business excellence.

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

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

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

The Bachelor of Science in Business

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The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.

- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
  - Finance
  - Marketing
  - Information Systems
  - Research Methodologies
  - Economics
  - Business Law
  - Management
  - Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ .... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ .... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ .... 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ .... 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ .... 3 credits
Principles of Accounting I

ACC 291 ~ .... 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ .... 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ .... 3 credits
Principles of Microeconomics

ECO 372 ~ .... 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ .... 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ ....3 credits
Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Financial Planning Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Small Business Management and Entrepreneurship Certificate
  - Project Management Certificate
  - Human Resource Management Certificate
  - General Management Certificate
  - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
  - General Education - 45 credits
  - Required Course of Study (BSB) - 39 credits
  - Upper Division Business/Management Electives - 18 credits
  - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking
Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Requirement, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Previously completed Graduate UOPX Business/Management coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date .
- The following course(s) may not be waived: BUS 475

MBA Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~ .... 3 credits
Business Law

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross- functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Management, 12 total credits

MGT 312 ~..3 credits
Organizational Behavior for Managers
HRM 300 ~ ....3 credits
Fundamentals of Human Resource Management
LDR 300 ~..3 credits
Innovative Leadership
MGT 426 ~..3 credits
Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~ ....3 credits
Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~..3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~...3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~...3 credits
Marketing

Finance, 3 total credits

FIN 419 ~..3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ ....3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
  - Associate of Arts Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSM

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSM) - 36 credits
  - Electives - 39 credits
- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: 3 credits of upper division Humanities coursework

The preferred course is PHL 320

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Must include: 3 credits of upper division Social Science coursework

The preferred course is SOC 315

Additional Liberal Arts, 6 credits

Must include: GEN 201

Interdisciplinary Component, 9 credits

Pathway B must include: 3 credits in economics

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of nine (9) upper division credits from their required course of study.

Students may also waive three (3) lower division credits from the required course of study.

The elective requirement may be satisfied by any of the following means:
- Any upper and/or lower division University of Phoenix coursework.
- Previously completed UOPX graduate coursework.
- Upper or lower division Certificate approved in the student's state or jurisdiction.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer and was completed.

The following course(s) and their equivalents may not be waived: MGT 498

MBA Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their elective credits which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~... 3 credits
Business Law

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

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

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

California Students:

**The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam Specific coursework in ethics study must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.
- Students will apply financial accounting principles to record and communicate measureable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ ....3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ ....3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ ....3 credits
Principles of Accounting I
ACC 291 ~ ....3 credits
Principles of Accounting II
ACC 295 ~ ....3 credits
Principles of Accounting I for Accountants
ACC 296 ~ ....3 credits
Principles of Accounting II for Accountants

Management, 6 total credits

PHL 320 ~ ....3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ ....3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ ....3 credits
Principles of Microeconomics
ECO 372 ~ ....3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Strategy, 3 total credits

BUS 475 ~.. 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~.. 3 credits
Cost Accounting
ACC 350 ~.. 3 credits
Cost Accounting for Accountants

Intermediate Accounting, 9 total credits

ACC 421 ~.. 3 credits
Intermediate Financial Accounting I
ACC 422 ~.. 3 credits
Intermediate Financial Accounting II
ACC 423 ~.. 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:
ACC 455 ~.. 3 credits
Corporate Taxation
ACC 456 ~.. 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~.. 3 credits
Government and Non-Profit Accounting
ACC 466 ~.. 3 credits
Advanced Accounting

Auditing, 6 total credits

ACC 491 ~.. 3 credits
Contemporary Auditing I
ACC 492 ~.. 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~.. 3 credits
Advanced Topics in Accounting Research
ACC 498 ~.. 3 credits
Advanced Topics in Accounting Research Capstone

The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 66 credits
  - Electives - 9 credits

- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSACC

- Students in this program may waive a maximum of 30 credits from their required course of study.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475, ACC 498

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Bachelor of Science in Communication

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The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will assess the historical foundations of communication in order to forecast trends in contemporary society.
- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~ ....3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~ .... 3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~ .... 3 credits
Foundations of Mass Communication

BSCOM 410 ~ .... 3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ .... 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~ .... 3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~ .... 3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~ .... 3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~ .... 3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~ .... 3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~ .... 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~ .... 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~ .... 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 39 credits
  - Upper Division Communication Electives - 18 credits
  - Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework

• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BS/COM

• Students in this program may waive a maximum of 12 credits from their required course of study.

• The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:
  • Upper Division UOPX Communication coursework.
  • Previously completed Graduate UOPX Communication coursework.
  • Upper Division Certificate approved in the student's state or jurisdiction.
  • Upper Division or Graduate Communication transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

• The following courses in the Required Course of Study may not be waived: BSCOM 485

Re-entry for the BS/COM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Bachelor of Science in Information Technology

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The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, network and cloud infrastructure, database design and integration, cybersecurity, programming and other supporting IT principles. The program provides the opportunity to specialize through the selection of coursework and/or University of Phoenix certificates, aligned to industry certifications, to support IT career goals.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Business Information Systems: Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Network and Cloud Infrastructure: Students will be able to design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation.
- Database Design and Integration: Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Cybersecurity: Students will be able to implement cybersecurity solutions that comply with global governance best practices.
- Programming: Students will be able to demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Core Topics, 6 total credits

CIS 207 ~ *Pre-requisite applies to Pathway B only* .... 3 credits
Information Systems Fundamentals
CMGT 410 ~ .... 3 credits
Project Planning & Implementation

Business Systems, 9 total credits

BSA 375 ~.. 3 credits
Fundamentals of Business Systems Development
DAT 380 ~... 3 credits
Advanced Database Architecture
DAT 390 ~... 3 credits
Database Integration with Other Systems

Networking, 6 total credits

CYB 205 ~ .... 3 credits
Infrastructure Administration
NTC 362 ~... 3 credits
Fundamentals of Networking

Data Management, 6 total credits

DAT 210 ~... 3 credits
Data Programming Languages
DAT 305 ~... 3 credits
Data Structures for Problem Solving

Cybersecurity, 9 total credits

CYB 100 ~ .... 3 credits
Cyber Domain
CYB 110 ~ .... 3 credits
Foundations of Security

CMGT 400 ~..3 credits
Intro to Information Assurance & Security

Programming, 6 total credits

CYB 130 ~..3 credits
Object-Oriented Scripting Language
PRG 211 ~..3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits

BSA 425 ~..3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSIT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:

- Associate of Arts Concentration in Information Technology
- Advanced Networking Certificate (Undergraduate)
- Advanced Cyber Security Certificate (Undergraduate)
- Advanced Software Developer Certificate (Undergraduate)
- Advanced Virtualization Administration Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA

- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement
- Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.
  Students utilizing this policy will need to meet the following conditions:
  - Satisfy Pathway A entry course sequence (GEN/201), unless otherwise stated in policy.
  - Satisfy the MTH/220 General Education requirement.
  - Complete a minimum of 18 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.
  - Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT 009 program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 42 credits
  - Required Course of Study - 45 credits
  - Upper Division Information Systems and Technology Electives - 18 credits
  - Electives - 15 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.

- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- Students in this program may waive a maximum of 21 credits from their required course of study.
- The 18 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper Division or Graduate IS&T UOPX coursework.
  - Previously completed Graduate coursework from the College of IS&T.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better.
  - Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.

- Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF HEALTH PROFESSIONS
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University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

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School of Health Services Administration
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As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

The Bachelor of Science in Health Administration
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The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will be able to analyze a health care organization from a market-based perspective.
- Learners will be able to analyze financial issues in the health care industry.
- Learners will be able to explain the application of risk and quality management concepts in the health care industry.
- Learners will be able to analyze the utilization and application of technology within a health care organization.
- Learners will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ .... 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ .... 3 credits
Business Communication Skills for Health Care Professionals

HCS 235 ~ .... 3 credits
Health Care Delivery in the U. S.

HCIS 140 ~ .... 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ .... 3 credits
Health Care Professional Development

HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility

HCS 325 ~ .... 3 credits
Health Care Management

HCS 370 ~ .... 3 credits
Organizational Behavior

HCS 341 ~ .... 3 credits
Human Resources in Health Care

HCS 380 ~ .... 3 credits
Health Care Accounting

HCS 385 ~ .... 3 credits
Health Care Finance

HCS 490 ~ .... 3 credits
Health Care Consumer - Trends and Marketing

HCS 457 ~ .... 3 credits
Public and Community Health

HCS 483 ~..3 credits

Health Care Information Systems

HCS 451 ~..3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~..3 credits

Health Care Research Utilization

HCS 499 ~..3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The School of Health Service Administration recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~..3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~..3 credits

Facility Planning

HCS 455 ~..3 credits

Health Care Policy: The Past and the Future

HCS 456 ~..3 credits

Risk Management

HCS 475 ~..3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~ ....3 credits

Project Planning and Implementation in Health Care

BSA 376 ~ ....3 credits

Systems Analysis and Design

NTC 361 ~ ....3 credits

Network and Telecommunications Concepts

DBM 381~ ....3 credits

Database Concepts

HCIS 420 ~ ....3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~ ....3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~ ....3 credits

The Management of Retail Health Clinics

RHM 430 ~ ....3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~ ....3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~ ....3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~ ....3 credits

Introduction to Lifespan Management

LSM 412 ~ ....3 credits

Management within the Lifespan Industry

LSM 417 ~ ....3 credits

Regulations in Lifespan Management

LSM 423 ~ ....3 credits

Financial Strategies for Lifespan Management

LSM 429 ~ ....3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Long Term Care Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSHA

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSHA) - 51 credits
  - Upper Division Health Administration Electives - 15 credits
  - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
Science and Technology, 6 credits
Must include: HCS 245
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 .... 3 credits
Systems Thinking in health care environments
MHA 507 .... 3 credits
Leveraging informatics in the health sector
MHA 508 .... 3 credits
Navigating the regulatory environment in health care
MHA 542 .... 3 credits
Leading with authenticity in the health sector
MHA 560 .... 3 credits
Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.
  The 24 general education credits must consist of:
  - 6 credits in Communication Arts
  - 3 credits in Humanities
  - 6 credits in Social Science
  - 3 credits in Science/Technology
  - 3 credits in Physical/Biological Science
  - 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  - HCS 499 Health Care Strategy Capstone

- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:
Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by

the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

This program is a post-licensure nursing program designed for nurses with current RN licensure who wish to obtain a bachelor's of science degree in nursing. The program is designed to expand knowledge in the areas of nursing science evidence and theory in order to apply current evidence-based knowledge to increase quality of patient outcomes and health systems. The program targets relevant content to align with many industry standards, which permits graduates to be influential leaders within the nursing profession.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302..3 credits
Professional Contemporary Nursing Role and Practice
NSG 416 ~ ....3 credits
Theoretical Development and Conceptual Frameworks
HSN 376 ~ ....3 credits
Health Information Technology for Nursing
NSG 451 ~ ....3 credits
Professional Nursing Leadership Perspectives
NSG 456 ~ ....3 credits
Research Outcomes Management for the Practicing Nurse
NSG 426 ~ ....3 credits
Integrity in Practice: Ethic and Legal Considerations

HSN 476 ~ ....3 credits
Healthcare Policy and Financial Management
*NSG 486 ~..3 credits
Public Health: Health Promotion and Disease Prevention
*NSG 482 ~..3 credits
Promoting Healthy Communities
NSG 468 ~ ....3 credits
Influencing Quality within Healthcare
NSG 498 ~ ....3 credits
Senior Leadership Practicum

Students residing in California who have a California nursing license are required to take NSG 486CA and NSG 482CA:

NSG 486CA ~ ....3 credits
Public Health: Health Promotion and Disease Prevention
NSG 482CA ~ ....3 credits
Promoting Healthy Communities

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- Completion of a nursing diploma; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgment of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Partnership Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Partnership Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Partnership Transfer Guide. Prior to enrolling into the BSN program applicants must:
  - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  - Meet all other BSN admission requirements.

Degree Requirements for the BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 47 credits
  - Required Course of Study - 33 credits
  - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.

- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN
- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN
- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in all nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
- Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program cannot waive any courses in their required course of study.

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, equivalent or higher

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner (California)

The following Bachelor of Science in Nursing Partner (BSN) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

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

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.
- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Preferred Sequence and Prerequisites for the BSN

The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

Students residing in California who have a California nursing license are required to take NUR 405CA and NUR 408CA.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

The following courses will be taken at University of Phoenix:

HSN 302 .... 3 credits
Undergraduate Nursing Studies
NSG 391 ~ .... 3 credits
Professional Nursing Practice
NUR 440CC ~ .... 3 credits
Health Assessment and Promotion for Vulnerable Populations
Upper Division Non-Nursing Elective .... 6 credits
NUR 443CC ~ .... 3 credits
Evidence-Based Nursing Research and Practice
NUR 405CA ~ .... 4 credits
Healthy Communities: Theory and Practice
NUR 408CA ~ .... 4 credits
Epidemiology: Global and Public Health
NUR 492CC ~ .... 4 credits
Senior Practicum: Leadership and Management

The following courses will be waived with coursework from the partner institution:

HCS 350 .... 3 credits
Health Care Communication
HCS 438 .... 3 credits
Statistical Applications

HCS 478 .... 3 credits
Health Law and Ethics
HCS 482 .... 3 credits
Health Care Informatics
NUR 403... 3 credits
Theories and Models of Nursing Practice
NUR 427... 3 credits
Health and Chronic Disease Management
Lower Division Nursing Elective .... 24 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Candidacy Status for the BSN

The College of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR/405CC. Review for Level 2 Candidacy will be based on the following items:

- Documentation of a valid, unrestricted, unencumbered RN license.
- Completion of all general education credits.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN Partner program will take NUR 443CC as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.
- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in specific nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CA, NUR 405CC, NUR 408CA, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Must include COMM 215, equivalent or higher.
Must include an oral communication course and a written communication course.

Mathematics, 6 credits
Effective for enrollment agreements signed 6/1/2016 or later, must include 6 credits of statistics or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits
Must include 3 credits of psychology and 3 credits of sociology or anthropology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

• The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

• The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

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

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

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and

- All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

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

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

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

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

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official

translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law.   University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

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

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:

  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  -or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University

  -or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  -or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies

- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a master level program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 71 to 92 weeks, Health Services Administration (single degree) - 87 to 102 weeks, Health Services Administration (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Humanities & Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Humanities & Sciences (Counseling) - 132 to 179 weeks, Information Systems & Technology - 84 weeks, Business - 84 to 102 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-humanities-and-sciences/state-requirements.html

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

Program Purpose

This program meets the California Marriage Family and Child Therapy educational requirements for registration with the Board of Behavioral Sciences (BBS) as an MFT intern. Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the MFT licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and eliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502...0 credits
Graduate Portfolio I
CCMH 510 ~ ....3 credits
Multi-Cultural Issues in Mental Health Counseling
CCMH 504 ~ ....3 credits
Individual and Family Development Across the Life Span
CCMH 506 ~ ....3 credits
Personality Theories and Counseling Models
MFCC 551CA ~ ....3 credits
Legal and Ethical Issues in Marriage and Family Therapy
CCMH 551 ~ ....3 credits
Individual Counseling
CCMH 525 ~ ....3 credits
Research Methods for Mental Health Counselors
CCMH 535 ~ ....3 credits
Psychometrics
CCMH 544 ~ ....3 credits
Introduction to Clinical Assessment
CCMH 548 ~ .... 3 credit
Psychopathology: Advanced Clinical Assessment
CNSL 556 ~ ....0 credits
Portfolio II
MFCC 556 ~ ....3 credits
Family Systems Theory
MFCC 561 ~ ....3 credits
Family Interventions
CCMH 568 ~ ....3 credits
Group Counseling
CCMH 521 ~ ....3 credits
Psychopharmacology/Biological Basis of Behavior
CCMH 561 ~ ....3 credits
Dependency and Addictions
MFCC 591O ~ ....0 credits
Orientation To Practicum in Marriage and Family Counseling
MFCC 537 ~ ....3 credits
Child and Adolescent Counseling
CCMH 540 ~ ....3 credits
Career and Vocational Counseling

MFCC 567 ~ ....3 credits
Seminar in Marriage and Family Counseling
MFCC 591 ~ ....3 credits
Pre-Practicum in Marriage and Family Counseling
MFCC 599A ~ ....3 credits
Practicum in Marriage and Family Counseling A
MFCC 599B ~..3 credits
Practicum in Marriage and Family Counseling B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Humanities and Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/ MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 591, MFCC 599A, MFCC 599B

Re-entry for the MSC/MFCT

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class.

If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

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SCHOOL OF BUSINESS

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We prepare future leaders for business excellence.

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

In particular we:

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

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

Master of Business Administration

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The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515...3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 ....3 credits
Management
HRM 531 ~ ....3 credits
Human Capital Management
LDR 531 ~...3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~ ....3 credits
Accounting
FIN 571 ~ ....3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~ ....3 credits
Operations Management
QNT 561 ~..3 credits
Applied Business Research & Statistics

Integrative Business Capstone, 3 total credits

STR 581 ~..3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 36 credits
- A minimum grade point average (GPA) of 3.0.

- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: MGT 521, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Business Administration (Certificate Track)

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515 .... 3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LDR 531 ~ .... 3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~ .... 3 credits
Business Law
ECO 561 ~ .... 3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~ .... 3 credits
Accounting
FIN 571 ~ .... 3 credits
Corporate Finance
MKT 571 ~ .... 3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~ .... 3 credits
Operations Management

QNT 561 ~...3 credits
Applied Business Research & Statistics
Integrative Business Capstone, 3 total credits
STR 581 ~..3 credits
Strategic Planning & Implementation
The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.
Accounting Concentration
Students in the Master of Business Administration Concentration in Accounting (Certificate Track) will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The program is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-accc.
MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC/541-Accounting Theory & Research).
Foundational Coursework:
ACC 541 ~...3 credits
Accounting Theory & Research
Graduate Accounting Electives (Select 3):
ACC 542 ~...3 credits
Accounting Information Systems
ACC 543 ~...3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~...3 credits
Internal Control Systems
ACC 545 ~...3 credits
Financial Reporting
ACC 546 ~...3 credits
Auditing
ACC 547 ~...3 credits
Taxation
ACC 548 ~...3 credits
Not-for-Profit & Government Accounting
ACC 556 ~...3 credits
Forensic Accounting
ETH 557 ~..3 credits
Accounting Ethics
Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University's Accounting Concentration.
California Students:
The Master of Business Administration with a concentration in Accounting (MBA/ACCC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.
Human Resource Management Concentration
The Master of Business Administration Concentration in Human Resource Management (Certificate Track) program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrmc.
MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework (3 of which must include HRM/595-Human Resource Capstone Course).
Graduate Human Resource Management Electives (Select 3):
HRM 546 ~...3 credits
Human Resource Law
HRM 558 ~...3 credits
Research in Human Resource Management
HRM 548 ~...3 credits
Recruitment and Retention Practices
HRM 552 ~...3 credits
Organizational Training and Development
Foundational Coursework:
HRM 595 ~...3 credits
Human Resource Capstone Course
Marketing Concentration

Students in the Master of Business Administration Concentration in Marketing (Certificate Track) program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The program is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.
For more information about our graduation rates, the median debt of

students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mktc. MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT/593-Product Design and Development Course).

Graduate Marketing Electives (Select 3):

MKT 544 ~ .... 3 credits
Integrated Marketing Communications
MKT 554 ~ .... 3 credits
Consumer Behavior
MKT 552 ~ .... 3 credits
Technology Applications and e-Marketing
MKT 562 ~ .... 3 credits
Advanced International Marketing

Foundational Coursework:

MKT 593 ~ .... 3 credits
Product Design and Development

Project Management Concentration

Students in the Master of Business Administration Concentration in Project Management (Certificate Track) program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project®software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc. MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.

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

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

The University reserves the right to modify the required course of study.

General Information for the MBA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.

- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 48-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
  - Successful completion of all courses outlined in the enrollment agreement for the certificate.
  - Achievement of the minimum program GPA.
  - Fulfillment of the minimum University residency requirement.

Master Degree Program and Concentration	En-Route Certificate
Master of Business Administration Concentration in Accounting	Graduate Accounting Certificate (CERT/G-ACC)
Master of Business Administration Concentration in Human Resource Management	Graduate Human Resource Management Certificate (CERT/G-HRM)
Master of Business Administration Concentration in Marketing	Graduate Marketing Certificate (CERT/G-MKT)
Master of Business Administration Concentration in Project Management	Graduate Project Management (G-PM)

- Students can only earn one certificate en-route to completing the graduate program.

- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Master of Business Administration

Academic Progression Requirements for the MBA

- The Program Requirement in Management must be completed first.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 023 program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: ACC 541, HRM 595, MGT 521, MKT 593, PM 598, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful consulting practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive management consulting industry.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate the implications of change and its impact on diverse stakeholders within the organization.
- Students will apply key skills to plan, allocate and manage human and material resources within a global environment.
- Students will apply key skills to function as consultants and change agents to advance organizational goals.
- Students will apply knowledge and application of appropriate business management theories, models and tools for solving complex global business problems.

MM Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Consulting, 3 total credits

MGT 527 ....3 credits
Consulting

Organizational Communications, 3 total credits

COM 537 ~ .... 3 credits
Organizational Communications
Leadership, 3 total credits

LDR 535 ~ .... 3 credits
Leading Change
Global Management, 3 total credits

MGT 538 ~ .... 3 credits
Managing in a Cross-cultural Environment
Negotiation, 3 total credits

MGT 557 ~ .... 3 credits
Negotiation, Power, and Politics
Research, 3 total credits

QNT 565 ~ .... 3 credits
Research Methods, Design, and Analysis
Ethics and Social Responsibility, 3 total credits

MGT 567 ~ .... 3 credits
Ethics and Social Responsibility
Business Law, 3 total credits

LAW 575 ~.. 3 credits
Business Law for Consultants
Project Quality Management, 3 total credits

PM 586 ~ .... 3 credits
Project Quality Management
Budgetary Finance, 3 total credits

FIN 575 ~ .... 3 credits
Project Budget and Finance
Strategic Marketing, 3 total credits

MKT 575 ~ .... 3 credits
Marketing Strategy
Public Relations, 3 total credits

MKT 578 ~ .... 3 credits
Public Relations
Organizational Design, 3 total credits

ORG 581 ~ .... 3 credits
Organizational Design
Consulting Project, 3 total credits

MGT 598 ~ .... 3 credits
Consulting Project
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

The degree requirements for this program are the following:

- A minimum of 42 graduate credits must be completed to meet all areas of the required course of study.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Management

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

The Doctoral Pathway gives students the option to complete doctoral level coursework during a master's program.

The Doctoral Pathway allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

- Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
- Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Re-entry for the MM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Master of Information Systems

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student is exposed to key information systems technologies and real world use cases to understand the development and management of business systems within and across organizations.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and plan for the development of an information system to address the needs of an organization.
- Students will be able to create the plans required for key roles, resources, operational metrics and risk responses needed to implement and maintain information systems within an organization.
- Students will be able to develop methods and tools for communication to facilitate the satisfactory completion of processes required to manage IT resources.
- Students will be able to generate the vision, direction and strategic purpose for the creation of an information systems project.
- Students will be able to construct a plan to verify that the regulations, compliance and security issues within an organization are addressed.
- Students will be able to explain and develop an effective IT project plan meeting professional standards.

MIS Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Systems Technology, 12 total credits

CMGT 554...3 credits
IT Infrastructure
CMGT 555 ~ ....3 credits
Systems Analysis and Development
CMGT 556 ~ ....3 credits
Enterprise Models
CMGT 557 ~ ....3 credits
Emerging Technologies & Issues

Information Systems Management, 12 total credits

CMGT 575 ~ ....3 credits
CIS Project Management
CMGT 578 ~ ....3 credits
CIS Strategic Planning
CMGT 582 ~ ....3 credits
Security & Ethics
CMGT 583 ~ ....3 credits
IS Integration

Graduate Electives, 18 total credits

The University reserves the right to modify the required course of study.

En-Route Credentials for the MIS

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate Business Analytics Certificate
- Graduate Cyber Security Certificate

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Admission Requirements for the MIS

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Degree Requirements for the MIS

- Completion of a minimum of 42 credits that include the following distribution:
  - Required Course of Study - 24 credits
  - Graduate Electives - 18 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Information Systems

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 24 credits in the program, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The 18 credit Graduate Electives requirement may be satisfied by any of the following means:

- Any pre-determined 3-credit Graduate UOPX courses.
- Any previously completed Graduate coursework from UOPX.

- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Graduate Certificate approved in the student's state or jurisdiction.

Students earning a certificate en-route to completing the graduate degree may waive a maximum of 6 credits within the certificate program in addition to the 9 credits that can be waived in the MIS required course of study by meeting the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Re-entry for the MIS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

COLLEGE OF HEALTH PROFESSIONS

University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.

- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 ....3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ....3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ....3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ....3 credits
Human Resources Management
NSG 567 ....3 credits
Financial Resources Management in Health Care
NSG 516AD ~ ....3 credits
Practicum I
NSG 517AD ~ ....3 credits
Practicum II
Graduate Elective Requirement...6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.

- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from

their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

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

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 ....3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 ....3 credits
Theory-Based Nursing Practice
NUR 403 ....3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391 .... 3 credits
Professional Nursing Practice
NUR 440 .... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443 .... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~... 3 credits
Contemporary Nursing Practice
NSG 512 ~... 3 credits
Nursing Research
NSG 513 ~... 3 credits
Inter-professional Leadership and Management
NSG 514 ~... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ~... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ~... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ~... 3 credits
Human Resources Management
NSG 567 ~... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~.. 3 credits
Practicum I
NSG 517AD ~.. 3 credits
Practicum II
Graduate Elective Requirement .... 6 credits
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

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The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 .... 3 credits
Contemporary Nursing Practice
NSG 512 .... 3 credits
Nursing Research
NSG 513 .... 3 credits
Inter-professional Leadership and Management
NSG 514 .... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 .... 3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ .... 3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 .... 3 credits
Program and Course Development
NSG 532 .... 3 credits
Innovative Curriculum Design
NSG 533 .... 3 credits
Educational Assessment and Evaluation
NSG 534 .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure

- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.

- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

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

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .... 3 credits
Theory-Based Nursing Practice
NUR 403 .... 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.
NSG 451 ....3 credits
Professional Nursing Leadership Perspectives
NSG 397 ....3 credits
Professional Nursing Role
NUR 391 ....3 credits
Professional Nursing Practice
NUR 440 ....3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.
NSG 456 ....3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 ....3 credits
Evidence-Based Practice and Statistics
NUR 443 ....3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 ....3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 ....3 credits
Professional Nursing Leadership Perspectives
NSG 456 ....3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~ ....3 credits
Contemporary Nursing Practice
NSG 512 ~ ....3 credits
Nursing Research
NSG 513 ~ ....3 credits
Inter-professional Leadership and Management
NSG 514 ~ ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ~ ....3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ ....3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ~ ....3 credits
Program and Course Development
NSG 532 ~ ....3 credits
Innovative Curriculum Design
NSG 533 ~ ....3 credits
Educational Assessment and Evaluation
NSG 534 ~ ....3 credits
Facilitating Engaged Learning
NSG 516ED ~ ....3 credits
Practicum I
NSG 517ED ~ ....3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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COLLEGE OF EDUCATION (Bay Area)

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

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

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.
- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520 ....3 credits
Organizational Communication for Adult Education and Training
AET 500 ....3 credits
Foundations of Adult Learning Theory

AET 508 ....3 credits
Community-Based Education
CUR 516 ~ ....4 credits
Curriculum Theory and Instructional Design
CUR 518 ~ ....3 credits
Multicultural Strategies for the Adult Learner
CUR 528 ~ ....3 credits
Assessment of Learning
CUR 532 ~ ....3 credits
Facilitating Online Learning
AET 552 ....3 credits
Marketing Adult Education
AET 560 ....3 credits
Facilitating Change
AET 562 ....3 credits
Social Media for Professional Learning
AET 570 ~ ....3 credits
Program Development in Adult Education

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the course work taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
  Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level course work.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses
MAED/TED-E	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	MTE 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
MAED/TED-S	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	SEC 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

The following course in the Required Course of Study may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

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

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed

teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA...0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518CA ~ ....3 credits
Models, Theories, and Instructional Strategies

MTE 522CA...3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ ....3 credits
Assessment and Evaluation

Reading, 4 total credits

RDG 537CA ~ ....4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits

ELL 500...3 credits
Instructional Methods for English Language Learners

SPE 514CA ....2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 ....2 credits
Curriculum Constructs & Assessment: History and Social Science

MTE 533CA..4 credits
Curriculum Constructs & Assessment: Science and Mathematics

MTE 534 ....2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts

MTE 537 ....2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:

ELM 590 ~ ....4 credits
Elementary Student Teaching Part A

ELM 595 ~ ....4 credits
Elementary Student Teaching Part B

Students with no prior completion of a TPA course as of 1/1/2018 and later:

ELM 586 ~ ....4 credits
Elementary Clinical Practice A

ELM 587 ~ ....4 credits
Elementary Clinical Practice B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:

TPA 001 ~**...1** credit
Subject Specific Pedagogy

TPA 002 ~**...1** credit
Designing Instruction

Students with no prior completion of a TPA course as of 1/1/2018 and later:

TPA 100 ~..1 credit
TPA Planning and Instruction

TPA 200 ~..1 credit
TPA Instruction and Assessment

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-E

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: ELM 590, ELM 595, ELM 586, ELM 587.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic

progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    -Students may request an exemption from this policy

when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).

- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The Califor-

nia Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Negative TB results or negative chest xray
  - Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.

- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

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

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state

licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516 ....1 credit
Professional Communications
CUR 505 .... 3 credits
Social and Global Perspectives of Teacher Leadership
CUR 506 .... 3 credits
Theories and Best Practices of Curriculum and Instruction
CUR 515 ~.. 3 credits
Critical Thinking and Innovative Skills
CUR 520 .... 3 credits
Advocating for Learning
CUR 525 .... 3 credits
Ethical Issues in Education
CUR 530 ~.. 3 credits
Assessment and Evaluation Models
CUR 535 ~.. 4 credits
Research for Improved Practice
CUR 540 .... 3 credits
Methods of Coaching in the Instructional Setting
CUR 545 .... 3 credits
Using Technology for Teaching and Learning
CUR 550 .... 3 credits
Engaging in Communities of Practice
CUR 555 .... 3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the course work taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/ authorized by the country's Ministry of Education.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. Students in the MAED/CI who waive courses using an approved certification may exceed the maximum waiver limit for their program.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit)
	CUR 530 (3 credits)
	CUR 535 (4 credits)
	CUR 550 (3 credits)

Program	Courses Waived
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Effective 4/1/2018, candidates with a current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI program: CUR 506, CUR 505, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 6 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program.

Re-entry for the MAED/CI

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Educational Studies
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The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500 ....3 credits
Foundations of Adult Learning Theory

AET 552 ....3 credits
Marketing Adult Education

AET 560 ....3 credits
Facilitating Change

AET 562 ....3 credits
Social Media for Professional Learning

ONL 507 ....3 credits
K-12 Cybertraps: Strategies for Teaching Digital Citizenship

Elective Two, 3 total credits

CUR 520..3 credits
Advocating for Learning

CUR 525..3 credits
Ethical Issues in Education

CUR 550..3 credits
Engaging in Communities of Practice

CUR 555..3 credits
Professional Learning for Continuous Improvement

EDUC 525 .... 3 credits
Theories of Growing and Learning
ADM 515.. 3 credits
Ethical and Legal Issues for Educators
TECH 525.. 3 credits
Becoming a Connected Educator
The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
  Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all course work from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed course work from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.

MAED/TED-E

MAED/TED-S

MAED/SPE

MAED/ECH

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST & CSET examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

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

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections for the MAED/TED-S

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA...0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508CA ~ ....3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523CA..3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ ....3 credits

Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542CA ~ ....3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

ELL 500...3 credits
Instructional Methods for English Language Learners
SPE 514CA ....2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 528CA..3 credits
Curriculum Constructs and Assessment: Visual Arts
MTE 564CA..3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566CA..3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567CA ....3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569CA ....3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551CA ....3 credits
Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits

MTE 541CA ....2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
SEC 590 ~ ....4 credits
Secondary Student Teaching Part A
SEC 595 ~ ....4 credits
Secondary Student Teaching Part B
Students with no prior completion of a TPA course as of 1/1/2018 and later:
SEC 586 ~ ....4 credits
Secondary Clinical Practice A
SEC 587 ~ ....4 credits
Secondary Clinical Practice B
The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~..1 credit
Subject Specific Pedagogy
TPA 002 ~..1 credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~..1 credit
TPA Planning and Instruction
TPA 200 ~..1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions

requirements:
- Students enrolled in this program must have an undergraduate degree (in a major other than education) or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2
- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).

- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S
- Completion of a minimum of 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:
- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: SEC 590, SEC 595, SEC 586, SEC 587.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551CA, MTE 541CA, MTE 564CA, SEC 590, SEC 595.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA

Program	Courses Waived
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Negative TB results or negative chest xray
  - Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.

- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.
- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:
- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

The established "normal time" to complete a certificate program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 25 to 64 weeks, Health Services Administration - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 46 weeks, Humanities & Sciences - 24 to 40 weeks, Information Systems & Technology - 30 to 40 weeks, Business - 27 to 36 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - UNDERGRADUATE

Small Business Management and Entrepreneurship Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

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

Required Course of Study for the CERT/SBE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
MGT 401 ....3 credits
The Small Business: Structure, Planning and Funding
MGT 465 ~...3 credits
Small Business and Entrepreneurial Planning
Students must choose 3 of the following:
OI 370 ~ ....3 credits
Innovation for the 21st Century
LDR 300 ~..3 credits
Innovative Leadership

MGT 418 ~ ....3 credits
Evaluating New Business Opportunities
MKT 431 ~..3 credits
Small Business Marketing
FIN 375 ~ ....3 credits
Financial Management in the Small Business
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.

- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 465

Re-entry for the CERT/SBE

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization's operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization's operations management division.

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

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 305 .... 3 credits
Systems Operations Management
MGT 420 ~ .... 3 credits
Managing Quality in the Supply Chain
ISCOM 374 .... 3 credits
Integrated Logistics Management
Students must choose 3 of the following:
BIS 375 ~ .... 3 credits
Supply Chain Information Management in Online Environments
ISCOM 361 ~ .... 3 credits
Purchasing and Procurement
ISCOM 383 ~ .... 3 credits
Global Value Chain Management
ISCOM 386 ~ .... 3 credits
Service Operations Management
ISCOM 472 ~ .... 3 credits
Lean Enterprise
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: ISCOM 374

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

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

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421 .... 3 credits
Marketing
MKT 435 ~ .... 3 credits
Consumer Behavior
MKT 498 ~ .... 3 credits
Integrated Marketing Strategies
Students must choose 3 of the following:
BRM 353 ~ .... 3 credits
Product and Brand Management
MKT 411 ~ .... 3 credits
Green Marketing
MKT 438 ~ .... 3 credits
Public Relations
MKT 441 ~ .... 3 credits
Marketing Research
MKT 444 ~ .... 3 credits
Hospitality Marketing
MKT 440 ~ .... 3 credits
Fundamentals of Digital Marketing

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MKT 498

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/ BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without

appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 ....3 credits
Fundamentals of Human Resource Management
MGT 434 ~...3 credits
Employment Law
HRM 324 ~ ....3 credits
Total Compensation
HRM 420 ~ ....3 credits
Human Resource Risk Management
HRM 326 ~ ....3 credits
Employee Development
HRM 498 ~ ....3 credits
Strategic Human Resource Management and Emerging Issues
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: HRM 498

Re-entry for the CERT/HRM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

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

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
MGT 498 ~ .... 3 credits
Strategic Management
Students must choose 4 of the following:
ACC 400 ~ .... 3 credits
Accounting for Decision Making
BRM 353 ~ .... 3 credits
Product and Brand Management
CPMGT 300 ~ .... 3 credits
Project Management
FIN 419 ~ .... 3 credits
Finance for Decision Making
HM 370 ~ .... 3 credits
Hospitality Management
HRM 300 ~ .... 3 credits
Fundamentals of Human Resource Management
HRM 326 ~ .... 3 credits
Employee Development
ISCOM 305 ~ .... 3 credits
Systems Operations Management
ISCOM 370 ~ .... 3 credits
Strategic Supply Chain Management
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 317 ~ .... 3 credits
Critical Skills in Management
MGT 411 ~ .... 3 credits
Innovative and Creative Business Thinking
MGT 418 ~ .... 3 credits
Evaluating New Business Opportunities
MGT 420 ~ .... 3 credits
Managing Quality in the Supply Chain
MGT 426 ~ .... 3 credits
Managing Change in the Workplace
MKT 445 ~ .... 3 credits
Sales, Tools and Strategies
MKT 448 ~ .... 3 credits
Web Analytics for Digital Marketing
OI 370 ~ .... 3 credits
Innovation for the 21st Century
MGT 445 ~ .... 3 credits
Organizational Negotiations
MUS 320 .... 3 credits
The Music Business Today

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 498

Re-entry for the CERT/MGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business or the Bachelor of Science in Management and must be completed via the Online modality.

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
CPMGT 300 .... 3 credits
Project Management
CPMGT 301 ~.. 3 credits
Strategic Portfolio and Project Management
CPMGT 302 ~.. 3 credits
Procurement and Risk Management
CPMGT 303 ~.. 3 credits
Project Estimating and Control Techniques
CPMGT 305 ~.. 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: CPMGT 305

Re-entry for the CERT/PM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll

in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

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

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370 ....3 credits
Finance for Business
FIN 420 ~ ....3 credits
Personal Financial Planning
FIN 486 ~ ....3 credits
Strategic Financial Management
Students must choose 3 of the following:
FIN 366 ~ ....3 credits
Financial Institutions
FIN 402 ~ ....3 credits
Investment Fundamentals and Portfolio Management

FIN 467 ~ ....3 credits
Real Estate Investment
FIN 422 ~ ....3 credits
Retirement and Benefit Planning
FIN 428 ~ ....3 credits
Insurance for Financial Planning
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/ BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

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CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

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Long Term Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply concepts of long-term care administration within the industry.
- Learners will analyze health and wellness concepts to address the needs of various Long Term Care populations.
- Learners will integrate ethical principles into all aspects of the Long Term Care industry.
- Learners will explain products and services to address the needs of various Long Term Care populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 ....3 credits
Foundations for General Education and Professional Success
HCS 437 ....3 credits
Long-term Care Administration
HCS 433 ~ ....3 credits
Dimensions of Health and the Older Adult
LTC 315 ~ ....3 credits
Alternative Living Environments
LTC 328 ~ ....3 credits
Legal Perspectives in Aging
LTC 310 ~ ....3 credits
Social and Community Related Programs and Services

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as:
  Long Term Care

Residency Requirements and Course Waivers for the LTC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Health Management Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is designed to provide a framework in health care management concepts. The courses will provide perspectives related to health care delivery services, health care management and human resources, financial accounting concepts, as well as an introduction to the legal and regulatory aspects in health care.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply basic management concepts and skills to a variety of health care settings.
- Learners will interpret regulatory and compliance requirements in a variety of health care settings.
- Learners will explain financial concepts and accounting principles in a variety health care settings.

Required Course of Study for the HM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 .... 3 credits
Foundations for General Education and Professional Success
HCS 235 ~ .... 3 credits
Health Care Delivery in the United States

Health Management Courses

Students must choose four courses from the following:

HCS 325 ~ .... 3 credits
Health Care Management
HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility
HCS 341 ~ .... 3 credits
Human Resources in Health Care
HCS 405 ~ .... 3 credits
Health Care Financial Accounting
HCS 430 ~ .... 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 446 ~ .... 3 credits
Facility Planning
HCS 457 ~ .... 3 credits
Public and Community Health
HCS 483 ~ .... 3 credits
Health Care Information Systems

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the HM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the HM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Health Management

Residency Requirements and Course Waivers for the HM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the HM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

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

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles in nursing administration. Upon completion of the certificate program, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557 .... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 .... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 .... 3 credits
Human Resources Management
NSG 567 .... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~.. 3 credits
Practicum I
NSG 517AD ~.. 3 credits
Practicum II
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
  Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education
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The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

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

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Upon completion of the certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531 .... 3 credits
Program and Course Development
NSG 532 .... 3 credits
Innovative Curriculum Design
NSG 533 .... 3 credits
Educational Assessment and Evaluation
NSG 534 .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
  Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/ NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Graduate Business Analytics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Master of Information Systems and must be completed via the Online modality.

The Graduate Business Analytics Certificate is designed to provide specific theories, competencies, and skills necessary for success in the field of Business Analytics. This certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts, Database Management, Statistics, IT Architecture, Data Relationship Management, Customer Relationship Management, Analytic Programming and Statistical Business Analytics. Courses in this certificate can be used to help prepare for Oracle and SAS industry certifications.

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

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to develop and plan for the maintenance of databases for storage of business data and use in business analytics.
- Students will be able to retrieve and analyze data using appropriate statistical operations for use in decision making within an organization.

Required Course of Study for the CERT/G-BA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select 18 credits from the following course selections:

BSA 530 .... 3 credits
IT Architecture
BSA 540 .... 3 credits
Data Relationship Management
BSA 550 .... 3 credits
Customer Relationship Management
BSA 570 .... 3 credits
Analytic Programming
BSA 580 .... 3 credits
Statistical Business Analytics
CIS 568 .... 3 credits
Information Systems Concepts
DBM 502 .... 3 credits
Database Management

MTH 540 .... 3 credits
Statistics
The University reserves the right to modify the required course of study.

General Information for the CERT/G-BA

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-BA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-BA

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Business Analytics

Residency Requirements and Course Waivers for the CERT/G-BA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better,

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-BA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

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

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)

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TUITION AND FEES - GROUND CLASSROOM RATES
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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	$698.00	$465.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$390.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$475.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$390.00	N/A	N/A
CERT/CTEL Program	$175.00	$175.00	N/A	N/A
Non-Degree Single Courses (Undergraduate Level)	$398.00	$250.00	$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates ¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions ¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program ¤

d) Continuing Students in any MSC program ¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Bay Area)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BA/ENG (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BA/ENG (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 540.00
BS/P (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/P (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BS/EVS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/EVS (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 540.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/OSM (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00	$ 540.00
BSACC (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSACC (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSB (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSB (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSCJA (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSHA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHA (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
BSHS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHS (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSLS (Level 100 and Level 200	$ 410.00	$ 410.00	$ 440.00
BSLS (Level 300 and Level 400)	$ 420.00	$ 420.00	$ 420.00
BSM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSM/MAN (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM/MAN (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSN (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSN (Level 300 and Level 400)	$ 510.00	$ 510.00	$ 510.00
BSIT (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSIT (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
CERT/ADD (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/ADD (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/FCS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/FCS (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/GER (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/GER (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/HSM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/HSM (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/ISS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/ISS (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
EMC (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
EMC (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
HM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
HM (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
HRM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
HRM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
LTC (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
LTC (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
PM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
PM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
CERT/VC (Level 100 and Level 200)	$ 300.00	$ 300.00	$ 300.00
CERT/VC (Level 300 and Level 400)	$ 300.00	$ 300.00	$ 300.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (Bay Area)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
MAED	$ 540.00	$ 540.00	$ 585.00
MBA	$ 740.00	$ 740.00	$ 700.00
MSC	$ 620.00	$ 620.00	$ 620.00
MIS	$ 740.00	$ 740.00	$ 700.00
MM	$ 740.00	$ 740.00	$ 700.00
MPA	$ 740.00	$ 740.00	$ 700.00
MSA	$ 740.00	$ 740.00	$ 700.00
MS/AJS	$ 740.00	$ 740.00	$ 700.00
MSN	$ 595.00	$ 595.00	$ 620.00
MS/P	$ 740.00	$ 740.00	$ 635.00
MHA	$ 740.00	$ 740.00	$ 700.00
CERT/CTEL	$ 175.00	$ 175.00	$ 175.00
NHCE	$ 595.00	$ 595.00	$ 620.00
ASC	$ 540.00	$ 540.00	$ 585.00
CERT/NED	$ 595.00	$ 595.00	$ 620.00
CERT/NAD	$ 595.00	$ 595.00	$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

FEES (Bay Area)

Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		
Certificate of Clearance	$ 132.50 - $162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	$ 0.00 - $50.00	
CBEST Examination	$ 41.00 - $102.00	
CSET Examination	$ 99.00 - $134.00	
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
Resource Fees+ (if applicable)		Due in accordance with the payment option chosen in Financial Options Guide.
Undergraduate	$ 170.00	
Graduate	$ 195.00	
CLEP®/DSST Examination++		Upon notification
Student Exam Fees	$ 20.00	
Military Exam Fees	$ 0.00	
Prior Learning Assessment Fees		If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Portfolio Submission Fee	$ 150.00	
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 502	$ 150.00	
CNSL 556	$ 150.00	
SCHC 556	$ 150.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

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TUITION AND FEES - ONLINE RATES

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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$575.00	N/A	N/A
MSC programs	$698.00	$550.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	$398.00	$250.00	$350.00	N/A
CCNA (students in CERT/CCNA see Bachelor Degree programs rates above)	$290.00	$250.00	N/A	N/A
CERT/APLUS	$290.00	$250.00	N/A	N/A
NETPLUS	$290.00	$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$475.00	N/A	N/A
CERT/CTEL Program *(For CA residents only)*	$175.00	$175.00	N/A	N/A
CERT/T2T-E Program	$280.00	$280.00	N/A	N/A
CERT/T2T-S Program	$280.00	$280.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/ECH Program	$400.00	$400.00	N/A	N/A
CERT/ALT-E Program (*For FL residents only*)	$275.00	$275.00	N/A	N/A
CERT/ALT-S Program (*For FL residents only*)	$275.00	$275.00	N/A	N/A
CERT/SPE	$540.00	$475.00	N/A	N/A
Doctoral	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level	$398.00	$250.00	$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Credit Recognition Program	$ 250.00	$ 250.00
Associates	$ 410.00	$ 410.00
School of Business (Level 100 and Level 200)	$ 415.00	$ 410.00
School of Business (Level 300 and Level 400)	$ 415.00	$ 635.00
School of Nursing (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Nursing (Level 300 and Level 400)	$ 510.00	$ 510.00
School of Health Services Administration (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Health Services Administration Level 300 and Level 400)	$ 635.00	$ 635.00
College of Education (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Education (Level 300 and Level 400)	$ 420.00	$ 420.00
College of Humanities and Sciences (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Humanities and Sciences (Level 300 and Level 400)	$ 630.00	$ 630.00
Please note that there are exceptions to the general college rate as listed below.		
BSEVS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSEVS (Level 300 and Level 400)	$ 450.00	$ 450.00
BAENG (Level 100 and Level 200)	$ 410.00	$ 410.00
BAENG (Level 300 and Level 400)	$ 450.00	$ 450.00
BSBIO (Level 100 and Level 200)	$ 410.00	$ 410.00
BSBIO (Level 300 and Level 400)	$ 435.00	$ 435.00
BSHST (Level 100 and Level 200)	$ 410.00	$ 410.00
BSHST (Level 300 and Level 400)	$ 435.00	$ 435.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00
CERT/MS	$ 415.00	$ 630.00
BSP (Level 100 and Level 200)	$ 410.00	$ 410.00
BSP (Level 300 and Level 400)	$ 585.00	$ 585.00
BSCPSS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCPSS (Level 300 and Level 400)	$ 610.00	$ 610.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCJA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSPA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSPA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSIOP (Level 100 and Level 200)	$ 415.00	$ 415.00
BSIOP (Level 300 and Level 400)	$ 415.00	$ 415.00
BSAP/MT (Level 100 and Level 200)	$ 415.00	$ 415.00
BSAP/MT (Level 300 and Level 400)	$ 415.00	$ 415.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Information Systems and Technology (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Information Systems and Technology (Level 300 and Level 400)	$ 635.00	$ 635.00
Please note that there are exceptions to the general college rate as listed below. CCNA *(students in CERT/CCNA see College of IS&T rates)*	$ 290.00	$ 290.00
CERT/APLUS	$ 290.00	$ 290.00
NETPLUS	$ 290.00	$ 290.00
BSSEC (Level 100 and Level 200)	$ 410.00	$ 410.00
BSSEC (Level 300 and Level 400)	$ 610.00	$ 610.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00
Continuing Education for Educators	$ 175.00	$ 175.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	$ 280.00	$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
School of Business	$ 740.00	$ 740.00
School of Nursing	$ 595.00	$ 595.00

School of Health Services Administration
Please note that there are exceptions to the general college rate as listed below.
  NHCE
  HCI
	$ 740.00
	
	$ 595.00
	$ 595.00
		$ 740.00
		
		$ 595.00
		$ 595.00

College of Information Systems and Technology	$ 740.00	$ 740.00
College of Education	$ 540.00	$ 540.00

Please note that there are exceptions to the general college rate as listed below.
  CERT/T2T-E
  CERT/T2T-S
  CERT/ECH
  CERT/CTEL *(For CA residents only)*
  CERT/ALT-E *(FL residents only)*
  CERT/ALT-S *(FL residents only)*
	$ 280.00
	$ 280.00
	$ 400.00
	$ 175.00
	$ 275.00
	$ 275.00
		$ 280.00
		$ 280.00
		$ 400.00
		$ 175.00
		$ 275.00
		$ 275.00

College of Humanities and Sciences	$ 740.00	$ 740.00
School of Advanced Studies	$ 810.00	$ 810.00
School of Continuing Education	$ 740.00	$ 740.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

....
FEES (Online)
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Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	At time of application.
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		

Certificate of Clearance
  TB Test
  CBEST Examination
  CSET Examination
	$ 132.50 - $162.50
	$ 0.00 - $50.00
	$ 41.00 - $102.00
	$ 99.00 - $134.00
		Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)

Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
School of Advanced Studies IBM®SPSS® Statistics Software Fee (applicable to select courses in School of Advanced Studies programs)	$ 50.00	When course is scheduled

Resource Fees+ (if applicable)
  Undergraduate
  Graduate
  Doctoral
  Continuing Education for Educators
  DCE
	
	$ 170.00
	$ 195.00
	$ 205.00
	$ 75.00
	$ 25.00
		Due in accordance with the payment option chosen in Financial Options Guide.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee	Amount*	When Due
CLEP®/DSST Examination++ Student Exam Fees	$ 20.00	Upon notification.
Prior Learning Assessment Fees Portfolio Submission Fee	 $ 150.00	If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

....
CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)
....

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FACILITIES

Arizona Locations

Phoenix Campus
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

Phoenix Campus
4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4025)
4025 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4045)
4045 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Learning Center
9520 West Palm Lane,
Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

California Locations

Bay Area Campus
3590 N. First Street
San Jose, CA 95134-1805
800 266-2107

Livermore Learning Center
2481 Consitution Drive
Livermore, CA 94551-7573
925 273-8100

Oakland Learning Center
2100 Franklin Street
Oakland, CA 94612-3096
800 266-2107

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

Bakersfield Learning Center
4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center
301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

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

Modesto Learning Center - Salida
5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

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

El Centro Learning Center
3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

San Marcos Learning Center
300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Campus Main - Ontario
3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center
1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center
6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center
1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center
25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center
299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Learning Center
451 E Vanderbilt Way
Suite 100
San Bernardino, CA 92408-3610
800 888-1968

Southern California II Learning Center
3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Learning Center
5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations

Colorado Campus - Lone Tree
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown
2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Florida Locations

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

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 150
Temple Terrace, FL 33637-1920
813 626-7911

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

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

Georgia Locations

Atlanta Main Campus

859 Mount Vernon Hwy NE
Atlanta, GA 30328

Augusta Campus

3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000

Columbus Georgia Campus

7200 North Lake Drive
Columbus, GA 31909
706 320-1266

Hawaii Locations

Hawaii Campus

745 Fort Street
Suite 2000
Honolulu, HI 96813-3800
808 536-2686

Hawaii Main Campus

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

Illinois Locations

Chicago Campus

203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Michigan Locations

Detroit Main Campus

26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Nevada Locations

Las Vegas Campus

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

New Jersey Locations

Jersey City Campus

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

Jersey City Student Resource Center

88 Town Square Place
Jersey City, NJ 07310-2772

New Mexico Locations

New Mexico Campus

5700 Pasadena Ave NE
Albuquerque, NM 87113-1570
505 821-4800

Santa Teresa Learning Center

1268 Country Club Road
Santa Teresa, NM 88008-9725
575 874-4600

North Carolina Locations

Charlotte Campus

3800 Arco Corporate Drive
Charlotte, NC 28273-3409
704 504-5409

Charlotte North Learning Center

10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Pennsylvania Locations

Philadelphia Main Campus

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

Tennessee Locations

Memphis Campus

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

Nashville Campus

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

Texas Locations

Killeen Learning Center

902 West Central Texas Expy
Suite 300
Killeen, TX 76541-2566
254 501-6950

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Resource Center at Arlington Highlands

3900 Arlington Highlands
Boulevard
Suite 237
Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

El Paso Campus

11820 Miriam Drive
El Paso TX 79936
Phone: (915) 599-5900

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

Woodlands Learning

Center

24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

San Antonio Campus

8200 IH-10 West
Suite 1000
San Antonio, TX 78230-3876
210 524-2100
800 697-8223

Utah Locations

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

Virginia Locations

Virginia Beach Main Campus

4636 Columbus Street
Virginia Beach, VA 23462-7782
757 493-6300

Arlington Learning Center

1800 South Bell Street
Suite 100
Arlington, VA 22202-3546
571 227-7075
703 416-2582 FAX

Washington Locations

Western Washington Campus

7100 Fort Dent Way
Suite 100
Tukwila, WA 98188-8553
425 572-1600

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
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• English
• Humanities; History
• Mathematics
• Sciences
• Counseling
• Human Services
• Psychology

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Herrick, Eric, MBA
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Hirschel, Henry, DBA
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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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Program Dean

Franzi Walsh, DBA
Karen Peters, PHD

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Dean of Operations

Lindsay Sesate, MAED/AET

Assistant Dean of Operations

Kathryn Uhles, MSP

Assistant Dean of Specialized Services

Maurice Gibson, MBA, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Business Systems
- Technology
- Analysis & Communications
- Security
- Criminal Justice
- Public Administration

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Love, Willie, MBA
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Magnone, Jorden, MBA
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Massey, Calvin, MBA
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Monaco-Christensen, Liane, MBA
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   California State University - San Bernardino
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   California State University - Fresno
Oni, Oludotun, PHD
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Peterson, Susan, MBA
   East Tennessee State University
Phelps, Castle, MBA
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Ray-Sims, Deborah, MS
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   Regis University
Richardson, Richard, MS
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Sabga, Marc, MA
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Schram, Sanford, MSCHE
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Singh, Mahesh, MBA
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Sirirat, Boriphan, MS
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Smith, August, MBA
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Smith, William James, MS
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Zinne, Richard, MS
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Kellie Stubblefield, BA

Dean of Instructional Excellence

Ying Tombler, PHD

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Dean of Clinical Affairs

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Program Dean

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Assistant Program Dean

Linda Nance, EDD

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Andrelyn Almario, DNP

Jennifer Millar, MSN

Southern Arizona

Frances Bartholomeaux, MSN

Campus Area Chairs
....
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing: FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Health Administration

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Walden University

COLLEGE OF EDUCATION

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Lisa Ghormley, MAED

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Jon Lewis, MAE

Academic Dean
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Alexandra Escobar, EDD

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Melinda Chiodi, MAED
Jeff Neilsen, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

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    Point Loma Nazarene University
Cotton, Gary, EDD
    University of the Pacific
Curci-Reed, Lori, EDD
    University of West Florida
Davis, Erik, MA
    University of Maryland Baltimore County
De Los Reyes, Natalie, MS
    California Lutheran University
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    University of Phoenix
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Hert, Jennette, MED
    National University
Hickman, Ryan, MA
    National University
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Lawrence, Richard, EDD
    University of California - San Diego
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    University of La Verne
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Tocco, Helen, MAED
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COURSE GUIDE- COURSE DESCRIPTIONS
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2018-2019

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	College	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.
ACC 230	FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD	3	School of Business	In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.
ACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.

ACC 291	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.
ACC 291T	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 340	ACCOUNTING INFORMATION SYSTEMS I	3	School of Business	This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy.
ACC 349	COST ACCOUNTING	3	School of Business	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 400	ACCOUNTING FOR DECISION MAKING	3	School of Business	This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.
ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	School of Business	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	School of Business	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	School of Business	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes & errors, and the statement of cash flows.

ACC 455	CORPORATE TAXATION	3	School of Business	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	INDIVIDUAL/ESTATE TAXATION	3	School of Business	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	School of Business	This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
ACC 466	Advanced Accounting	3	School of Business	This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.

ACC 491	CONTEMPORARY AUDITING I	3	School of Business	This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	School of Business	This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 537	FINANCIAL ACCOUNTING	3	School of Business	In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 541	ACCOUNTING THEORY & RESEARCH	3	School of Business	In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	School of Business	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544	INTERNAL CONTROL SYSTEMS	3	School of Business	In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545	FINANCIAL REPORTING	3	School of Business	This course prepares students to address concepts of financial reporting for roles as CPA's. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	AUDITING	3	School of Business	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	TAXATION	3	School of Business	In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.
ACC 548	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	School of Business	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556	FORENSIC ACCOUNTING	3	School of Business	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 561	ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACCP 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACCTLAB	ACCOUNTING LAB	0	Non-College Specific	This workshop is an accounting lab that allows students to work on accounting principles.

ADM 511	Personnel Administration for Educators	3	College of Education	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	College of Education	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	College of Education	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	College of Education	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 516	Ethical and Legal Issues for Administrators	3	College of Education	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.
ADM 517	Special Education Program Administration	3	College of Education	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADM 590	INTERNSHIP ON THE PRINCIPALSHIP	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 591	INTERNSHIP ON THE SUPERINTENDENCY	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.

ADM 592	INTERNSHIP OF THE SUPERVISOR	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to- day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 510	VISIONARY LEADERSHIP: FOUNDATIONS OF LEADERSHIP	3	College of Education	This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.
ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 533	COACHING AS A LEADER	3	College of Education	This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.
ADMIN 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 540	LEADERSHIP IV: COMMUNITY	1	College of Education	This course focuses on community leadership, including representing and promoting the school's accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school's mission, vision, and goals. Field experience, portfolio, and practicum will be applied.
ADMIN 541	COMMUNITY LEADERSHIP	3	College of Education	This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.
ADMIN 550	LEADERSHIP V: ASSESSMENT OF LEADERSHIP	4	College of Education	This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.
ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	College of Education	This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of Education	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 596A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 596B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 596C	PRINCIPAL INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AED 222	INTRO TO THE EXCEPTIONAL LEARNER	3	College of Education	This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	College of Education	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	COMMUNITY-BASED EDUCATION	3	College of Education	This course provides an overview of community- based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

AET 552	MARKETING ADULT EDUCATION	3	College of Education	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 560	FACILITATING CHANGE	3	College of Education	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	College of Education	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	College of Education	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	College of Criminal Justice and Security	This course provides new College of Security and Criminal Justice graduate students with an introduction to the university's learning goals and resource utilization. Students will demonstrate graduate-level composition skills, communication skills and strategies for collaboration, critical thinking skills, the use of academically appropriate resources, and a basic knowledge of the United States Constitution.
AJS 504	SURVEY OF JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 514	CRIMINOLOGICAL THEORY	3	College of Criminal Justice and Security	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. This course also addresses victimology, to include topics such as victimization statistics, victimogenesis, and the prevention of victimization.
AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	College of Criminal Justice and Security	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.

AJS 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	ETHICS IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Relevant case studies will be used, as well as contemporary situations in ethics.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT	3	College of Criminal Justice and Security	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. It examines the specific factors to mitigate risk and the critical incident response to maintain order when risk management fails. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	PUBLIC POLICY ISSUES	3	College of Criminal Justice and Security	This course addresses the development and influence of public policy with respect to specific justice and security issues facing American society.

AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.
APAWKSHP	APA WORKSHOP	0	Non-College Specific	Non-credit bearing course ID for APA workshop offered at campus.
APB 001	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 002.

APB 003	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 004.
APB 005	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	College of Health Sciences and Nursing	This is assessment break period 006.

APB 010	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 020	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 030	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 040	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 050	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 060	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 070	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 080	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 090	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APMT 315	TECHNOLOGY AND SOCIETY	3	College of Social Sciences	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build, social and material capital. A special focus is on the benefits technology accrues to humans and communities as well as potential harmful effects of engaging with technology.
APMT 430	SOCIAL MEDIA AND HUMAN INTERACTION	3	College of Social Sciences	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology mediated relationships and social etiquette in cyber space.
APMT 440	INFLUENCE OF MEDIA ON BEHAVIOR	3	College of Social Sciences	This course explores the ways in which contemporary media shape cultures and human behaviors including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education and celebrity culture.

APMT 460	CYBER COMMUNICATIONS	3	College of Social Sciences	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations, and cyber commerce.
APMT 470	DIGITAL LEARNING	3	College of Social Sciences	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings. Emphasis will be placed on applying psychology principles to the efficacy of digital learning.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	This course offers a foundation in the visual arts,elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
ATD 309	CLASSROOM TEACHING AND TECHNOLOGY	3	College of Education	Students focus on strategies for instruction using traditional and alternative delivery method with an emphasis on teaching technology. Topics include instructional theories, lecture-based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.
AUT 510	Autism Spectrum Disorders: Foundations	3	College of Education	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	College of Education	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.

AUT 513	Autism Spectrum Disorders: Behavior Management	3	College of Education	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BACEU 2000	FOUNDATIONS IN DATA ANALYTICS	0.6	School of Continuing Education	Quantitative and qualitative data can both be used to investigate data behavior and patterns to enhance business productivity and decision-making. In this course, students will learn how data is analyzed and applied to the decision-making function of an organization. Concepts on data collection, processing, and integration will be presented as well as issues that may exist within the data. Students also will explore the role that statistics play in data analytics and learn about the multiple ways one can present data to tell a compelling story. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2010	DATABASE FUNDAMENTALS	0.6	School of Continuing Education	Organizations keep their business records within databases. To successfully extract information for use in business decisions, it is important to understand how data is structured and stored. In this course, students will learn the general principles involved in designing a database as it applies to a relational database model. Further, students will learn the terminology, data types, and integrity elements of database design and how queries allow data to be extracted from the database. To complete this course, students are required to have access to Microsoft Access software. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2020	BUSINESS INTELLIGENCE	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions that impact their future course of action. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis informs decision making. This course provides 0.6 continuing education units in one, 6-hour workshop.

BACEU 2030	DATA VISUALIZATION	0.6	School of Continuing Education	When faced with the prospect of understanding volumes of data, do reams of paper and spreadsheets make your eyes glaze over? Data visualization is the means by which lots of information can be more easily viewed - and understood - through charts, infographics, mind maps, and more. Students in this course will explore the tools used to create graphical representations that integrate significant data and analyses into engaging graphics, without losing sight of communicating the key information. This course provides 0.6 continuing education units in one, 6-hour workshop.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	College of Criminal Justice and Security	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Criminal Justice and Security	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	College of Criminal Justice and Security	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.
BCC 403	GLOBAL TECHNOLOGY AND CYBERCRIME	3	College of Criminal Justice and Security	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BECEU 1115	HUMAN CAPITAL	0.6	School of Continuing Education	Building strong human capital is key in staffing an organization that outperforms the competition. The human resource function plays a major role in building human capital, operating as a business partner for various departments within the company. Human resource professionals are expected to plan, organize, direct, and control strategic and operational activities related to human capital. This course will explore the role of the human resource department in collaborating with both internal and external partners to aid the organization in achieving strategic goals. It will focus on assessing risks, defining goals, assessing organization structure, and ensuring federal regulations and laws are followed. This course provides 0.4 continuing education units in one 4-hour workshop.
BECEU 1125	ORGANIZATIONAL BEHAVIOR	0.6	School of Continuing Education	Every organization, department and team has its own organizational dynamic. The team members, organization structure, company climate, and employee attitudes all play into organizational behavior. Organizational behavior affects the success of a company, and managers must be equipped to deal with the challenges that arise within their teams. In this course, students will learn the definition of organization behavior, variables and characteristics that influence organizational behavior at the individual and team level as well as how attitudes of employees drive the culture of the organization. This course provides 0.6 continuing education units in one, 6-hour workshop.

BECEU 1130	CUSTOMER SERVICE	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.
BECEU 1175	SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	Effective management of the supply chain helps prepare an organization to navigate through changes in demand and supply over the life cycle of a product. Strategic decisions related to supply chain design, planning, and operation contribute to an organization's productivity and profitability. In this course students gain an understanding of what a supply chain is and the various issues that must be considered when designing, planning, or operating a supply chain. Students also learn how companies achieve strategic fit between its supply chain strategy and its competitive strategy in order to design, make, and deliver products and services in an efficient and cost effective manner. This course provides 0.6 continuing education units in one, 6-hour workshop.
BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	College of Social Sciences	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 100	INTRODUCTION TO LIFE SCIENCE WITH LAB	4	College of Humanities and Sciences	This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

BIO 101	PRINCIPLES OF BIOLOGY	3	College of Humanities and Sciences	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	CONSERVATION BIOLOGY	3	College of Humanities and Sciences	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	College of Humanities and Sciences	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 315	ECOLOGY AND EVOLUTION	3	College of Humanities and Sciences	This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	INVERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	ENTOMOLOGY	3	College of Humanities and Sciences	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	College of Humanities and Sciences	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 350	GENERAL BIOLOGY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	GENERAL BIOLOGY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
BIO 405	HUMAN BIOLOGY	3	College of Humanities and Sciences	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	College of Humanities and Sciences	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	BUSINESS INFORMATION SYSTEMS	3	School of Business	This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BIS 375	SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS	3	School of Business	This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

BLE 571	Instructional Techniques and Methods	3	College of Education	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BMCEU 5005	ENTREPRENEURSHIP	0.6	School of Continuing Education	Some people are driven to be their own boss. Becoming an entrepreneur provides that opportunity, but it comes with a unique and broad set of responsibilities. As a small business owner, an entrepreneur holds the responsibility for success or failure of their organization. Entrepreneurs both lead and manage risks, and are responsible for all functions of a business. This course will introduce students to the principles of entrepreneurship, the components of starting a business, and resources necessary. Students will also explore how leadership plays a role in the success of a business. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5010	FINANCIAL ANALYSIS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5015	MARKETING PRINCIPLES	0.6	School of Continuing Education	At a strategic level, marketing provides many elements that guide an organization's development and execution of its business strategy. Marketing also plays a key role in identifying the competitive set, defining points of differentiation and establishing the brand. This course explains the role marketing plays in the development and execution of a business strategy and how this affects an organization. In this course, students will learn the principles of the marketing mix and the 4-Ps of marketing: Product, Price, Place, and Promotion. This course provides 0.4 continuing education units in one 4-hour workshop.

BMCEU 5020	OPERATIONS AND SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	It is the function of supply chain management to enable an organization to get things done, ensure materials and supplies are on hand at the right time, and create processes by which a business functions. Supply chain professionals who understand how to procure resources, produce goods, and sequence activities on time are critical to the success of a business and to the cost-efficient delivery of goods and services. This course covers the basics of operations and supply chain management. Students will learn why supply chain is an essential business function and how it drives the cost-efficient, on-time delivery of goods and services. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5030	ACCOUNTING BASICS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	Every organization has a need to keep track of spending and income which are some of the core elements of the accounting function. Accounting provides ongoing visibility into financial progress and is used both internally and externally to communicate performance. This course focuses on common accounting principles that govern organizations and ways the business manager can use this information. Students will learn how the accounting system relates to business activity and will identify methods of accounting for assets, inventory, and liabilities. Student also explore methods of calculating the time value of money as well as stockholders' equity. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5035	BUSINESS LAW AND ETHICS	0.6	School of Continuing Education	Supervisors blend the role of a leader and manager in guiding a team of employees to achieve the goals of an organization. In this role, supervisors are expected to act both legally and ethically and are expected to provide an example for their team. This course will explore the relationship between law and ethics and set the stage for the importance of conducting oneself in a legal and ethical manner to protect the organization. Students will complete an ethics self-assessment to guide them in decision making when faced with ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5040	STRATEGIC PLANNING SKILLS	0.6	School of Continuing Education	This course will provide students with a process for developing a clear understanding of a business's culture, operations, and market position in order to develop a strategic plan. That plan serves as a blueprint for gaining the competitive advantage necessary for an organization's success now and in the future. Students will develop an approach to formulate the strategic programs and initiatives critical to effectively leading and managing an organization. This course provides 0.6 continuing education units over one 6-hour workshop.

BMCEU 5065	SALES MANAGEMENT	0.6	School of Continuing Education	The core of every business is its sales team. Without sales, a company cannot financially survive. This course explores how to select an effective sales team and implement strategies to measure performance. Students learn how managing sales territories aligns with sales goals. Students will learn how territory management and sales forecasts relate to the sales function, then how to motive sales teams to reach the sales forecasts.
BMCEU 5090	CREATING A BUSINESS PLAN	0.6	School of Continuing Education	The lack of a plan is the primary reason businesses struggle. The business plan is not a one time endeavor, but a living document that grows and changes with the business. If there is not a formal business plan how can success be measured. In this course, students will learn the elements of a business plan and what is included in each element. Students will explore the concept of vendor financing and how the elements of a business plan align to securing financing. This course provides 0.6 continuing education units over one 6-hour workshops.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	College of Criminal Justice and Security	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.

BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	College of Criminal Justice and Security	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	College of Criminal Justice and Security	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 301	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	School of Business	This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	School of Business	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	College of Criminal Justice and Security	This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.
BPA 321	PERSONNEL MANAGEMENT	3	College of Criminal Justice and Security	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at- will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	College of Criminal Justice and Security	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non- profit organizations as well as in the international arena.

BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	College of Criminal Justice and Security	This course focuses on the implementation of public policy decisions through the identification and development of specific cincorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	RESEARCH IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	College of Criminal Justice and Security	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.

BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	College of Criminal Justice and Security	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	College of Criminal Justice and Security	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	College of Criminal Justice and Security	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	College of Criminal Justice and Security	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.

BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	URBAN AND REGIONAL PLANNING	3	College of Criminal Justice and Security	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	College of Criminal Justice and Security	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.

BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	School of Business	This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	CUSTOMER SERVICE MANAGEMENT	3	School of Business	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	SALES, TOOLS, AND STRATEGIES	3	School of Business	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.
BRM 246	RETAIL MARKETING: MERCHANDISING	3	School of Business	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 266	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	School of Business	This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 268	PRINCIPLES OF FOOD RETAILING	3	School of Business	This course will introduce merchandising, operating, technology, and financial considerations necessary for successful food retailing management. Students will evaluate and apply principles unique to food retail organizations such as: food store formats, food store operations, product replenishment, and the integrated food supply chain. Other topics include manufacturing and wholesale distribution, and financial principles specific to the food retail industry.
BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	School of Business	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 277	LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE	3	School of Business	This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill- building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.

BRM 353	PRODUCT AND BRAND MANAGEMENT	3	School of Business	This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.
BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	School of Business	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 310	BUSINESS SYSTEMS	3	College of Information Systems and Technology	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.
BSA 375	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	College of Health Sciences and Nursing	This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems development life cycle (SDLC) will be fundamental to the course.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	College of Information Systems and Technology	This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.
BSA 412	SYSTEMS ANALYSIS TOOLS	3	College of Information Systems and Technology	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSA 413	IT SERVICE MANAGEMENT	3	College of Information Systems and Technology	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT CAPSTONE	3	College of Information Systems and Technology	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	BUSINESS SYSTEMS I	3	College of Information Systems and Technology	This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BSA 502	BUSINESS SYSTEMS II	3	College of Information Systems and Technology	This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS AUDITING PROCESSES	3	College of Information Systems and Technology	This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.
BSA 510	IT GOVERNANCE AND MANAGEMENT	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (www.isaca.org) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	College of Information Systems and Technology	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	College of Information Systems and Technology	The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise's strategies and objectives.

BSA 525	INFORMATION ASSETS PROTECTION	3	College of Information Systems and Technology	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.
BSA 530	IT ARCHITECTURE	3	College of Information Systems and Technology	The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.
BSA 570	ANALYTIC PROGRAMMING	3	College of Information Systems and Technology	This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.

BSA 580	STATISTICAL BUSINESS ANALYTICS	3	College of Information Systems and Technology	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCEU 1005	PROBLEM-SOLVING SKILLS	0.6	School of Continuing Education	One of the essential constants in business is that problems arise that need to be solved. This course provides students with the tools to solve problems. In a corporate environment, using specialized groups to solve problems is becoming more and more common. Knowing how to work in groups to solve problems will enhance the student's effectiveness and value to an organization. This course will show students the fundamentals of problem solving -- from defining a problem, to identifying solutions and then presenting to the key decision-makers in an organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1010	BASIC BUSINESS MATH	0.6	School of Continuing Education	Most business transactions involve some form of math. Transactions commonly include commissions, markups and markdowns, discounts, sales tax, interest calculations, and installment loan payments. This course begins with a review of the basic mathematical concepts of whole numbers, fractions, decimals, percentages, simple equations, and percentage formulas. Students will then learn how these basic concepts are applied to business applications. Graphs commonly used in business, as well statistical applications for business are presented. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1015	DEALING WITH CHALLENGING CUSTOMER INTERACTIONS	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1020	EMOTIONAL INTELLIGENCE FOR MANAGERS	0.6	School of Continuing Education	To be an effective manager it is important to be aware of emotional intelligence and its significant impact on the ability to manage effectively. In this course, students will assess their current emotional intelligence capabilities, determine their strengths, and identify areas of improvement. Students will examine how emotions affect behavior and how those behaviors impact their relationships with others. Students will also be introduced to strategies for managing the emotional energy in themselves and others. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1025	BASIC COMPUTER SKILLS	0.6	School of Continuing Education	In today's workplace a person must be computer literate to be productive. Computer literacy is a combination of understanding the hardware, software, operating system and productivity software elements and how they interact. In this course, students will learn with basic computer components and function of each component. Using Windows 7 as the operating system, students will explore methods for managing files and folders and customizing the desktop. Students will learn about various software applications used to be productive in a business environment. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1030	PROJECT MANAGEMENT SKILLS FOR NON-PROJECT MANAGERS	0.6	School of Continuing Education	Even if not formally employed as a project manager, one may occasionally be called upon to lead a small- to medium-sized project for their organization. In this course, students learn the basics of the project management process and the tools needed to manage small- to medium-size projects. Project planning and project implementation will be explained and how these processes play into delivering a project on time and on budget. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1035	ETHICAL DECISIONS-MAKING ESSENTIALS	0.6	School of Continuing Education	Making ethical decisions can be a difficult task. The decision-maker must collect details about the situation, consider the ethical issues and people involved, and then implement the best action possible. This course provides students with a self-assessment, tools, and techniques to make ethical decisions. Students will be able to use ethical decision-making concepts to select the best decision in various ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1040	MANAGING CONFLICT	0.6	School of Continuing Education	In order to manage conflict, it is helpful to both understand how individuals react in conflict situations and identify what they can do to reduce conflict. This course will provide students with tools and assist you in understanding and implementing strategies that will help you manage conflict effectively. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1045	MAKING EFFECTIVE DECISIONS	0.6	School of Continuing Education	Decision-making skills are essential in today's workplace. Whether making simple or complex decisions, one needs to consider various factors that influence a decision and its results. This course provides methods and techniques used to make effective decisions. Students learn decision-making concepts and strategies used to decide upon the best choice in various situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1100	BASIC WORD PROCESSING WITH MICROSOFT WORD	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the basic functions of Word, which is designed to help users move smoothly through the task of creating professional documents. Students will learn how to create and edit simple documents, format, add tables and lists, incorporate design elements, and proof documents. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1150	ADVANCED WORD FEATURES	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the advanced features of Word including creating complex documents, automating tasks, and methods to maintain consistency between documents. Students will learn how to control text flows between paragraphs and pages, insert hyperlinks, and modify how graphics and text appear together on the pages. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1200	ORGANIZING YOUR DAY WITH OUTLOOK BASICS	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the basic features of Outlook and the interface, Students learn how to create and send emails, to use Outlook to manage appointments and meeting, maintain contact information, create Tasks and Notes, and customize the Outlook interface. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1240	ADVANCED OUTLOOK FEATURES	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the more advanced features of Outlook. Students learn how to use advanced messaging options, calendar management, share Outlook workspaces with other users, and manage Outlook data files. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1300	FOUNDATIONS OF MICROSOFT EXCEL	0.6	School of Continuing Education	Organizations rely on information to make sound decisions. The ability to make sense of all of that data is becoming more challenging and a tool like Microsoft Excel can assist in organizing and presenting data. In this course, students will explore the basic foundational skills of Microsoft Excel. Students will learn how to perform calculations, modify and format worksheets, print workbooks, and manage workbooks. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1350	INTERMEDIATE FEATURES OF MICRSOFT(R) EXCEL(R)	0.8	School of Continuing Education	Using Excel(R) software's advanced spreadsheet functions, users are able to improve their efficiency and effectiveness by using powerful tools provided in the software. Users can extract and organize data using tools and formulas, sort and filter data, create PivotTables and PivotCharts, and customize workbooks. In this course, advanced formulas and various tools to analyze data will be presented. Students will learn to organize table data, present data as charts, and enhance the look and appeal of workbooks by adding graphical objects. This course provides 0.8 continuing education units over one 8-hour workshop.

BSCEU 1375	ADVANCED FEATURES OF MICROSOFT(R) EXCEL(R)	0.8	School of Continuing Education	For users that are called upon to analyze and report on data frequently, the advanced features of Excel(R) automate repetitive processes so users can focus on what is really important. This course will take a deeper dive into the advanced functions of Excel including, how to use Excel to collaborate with colleagues, automate complex or repetitive tasks, and use conditional logic to construct and apply elaborate formulas and functions. Having this knowledge will put the full power of Excel right at the user's fingertips. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCEU 1400	INTRODUCTION TO MICROSOFT POWERPOINT	0.6	School of Continuing Education	In today's workplace, information is constantly streaming in and increasing each day, and with so much information it can be difficult to grab people's attention. This course introduces students to the basic concepts of Microsoft(R) PowerPoint(R) for presenting clear, organized, and engaging information. Students will learn how to use the vast array of features and functionality of PowerPoint(R) as well as identify ways to organize content, enhance it with high-impact visuals, and effectively deliver content. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1470	ADVANCED FEATURES OF MICROSOFT(R) POWERPOINT(R)	0.8	School of Continuing Education	Professionals are commonly called upon to deliver presentations with little notice, at multiple venues, and with varying requirements. Given all the variables, it may seem overwhelming for presenters to deliver their content on time and to a variety of audiences. Microsoft(R) PowerPoint(R) 2013 provides tools to help users deliver content for nearly any situation, using time effective software that provides predesigned templates. This course will introduce students to an advanced-level usability, security, collaboration, and distribution functionality of PowerPoint(R) 2013. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

BSCOM 234	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 268	FOUNDATIONS OF MASS COMMUNICATION	3	School of Business	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	ADVERTISING AND THE MEDIA	3	School of Business	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 324	COMMUNICATION RESEARCH	3	School of Business	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.

BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	School of Business	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336	COMMUNICATION THEORIES AND PRACTICE	3	School of Business	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	School of Business	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 360	ORGANIZATIONAL COMMUNICATION	3	School of Business	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

BSCOM 384	MARKETING COMMUNICATIONS	3	School of Business	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 385	PUBLIC RELATIONS AND MESSAGE MANAGEMENT	3	School of Business	This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship- building strategies, crisis communication, ethics, and the development of public relations messages.
BSCOM 386	SALES COMMUNICATIONS	3	School of Business	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.
BSCOM 390	INTERCULTURAL COMMUNICATION	3	School of Business	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

BSCOM 410	MEDIA AND SOCIETY	3	School of Business	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	COMMUNICATION LAW	3	School of Business	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	School of Business	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 460	ETHICS AND COMMUNICATION	3	School of Business	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	School of Business	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	School of Business	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	School of Business	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).

BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).
BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard- to-serve populations in general. Students will complete Module 9 of the MHF training.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	College of Social Sciences	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.
BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	College of Social Sciences	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	College of Social Sciences	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	College of Social Sciences	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.

BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	College of Social Sciences	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 407	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	CHILDHOOD ABUSE AND NEGLECT	3	College of Social Sciences	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 411	FIELD EXPERIENCE/PART II	3	College of Social Sciences	Curriculum Guide Description 04/01/2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.

BSHS 415	FIELD EXPERIENCE I	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.
BSHS 415O	ORIENTATION TO FIELD EXPERIENCE	0	College of Social Sciences	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.
BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	College of Social Sciences	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	College of Social Sciences	This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425

BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	College of Social Sciences	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426
BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438	CARE FOR AGING POPULATIONS	3	College of Social Sciences	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.
BSHS 439	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	College of Social Sciences	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.
BSHS 455	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self- responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.
BSHS 458	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	College of Social Sciences	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475	FIELD EXPERIENCE II	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2- hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	College of Social Sciences	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.
BSHS 491	FIELD EXPERIENCE /PART III	3	College of Social Sciences	This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.
BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	College of Education	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	College of Criminal Justice and Security	This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	College of Criminal Justice and Security	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	College of Criminal Justice and Security	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483	WORLD VIEW OF HOMELAND SECURITY	3	College of Criminal Justice and Security	Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	FOUNDATIONS OF BUSINESS	3	School of Business	In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.

BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.
BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	SEMINAR IN BUSINESS TOPICS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	School of Advanced Studies	This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

BUS 731	TRANSFORMING THE BUSINESS I	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.
BUS 732	TRANSFORMING THE BUSINESS II	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	School of Advanced Studies	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
BUSP 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.

CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	School of Business	This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population- specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES	3	College of Social Sciences	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR	3	College of Social Sciences	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	College of Social Sciences	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	PSYCHOMETRICS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations

CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co- leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	College of Social Sciences	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 585	COMMUNITY COUNSELING	3	College of Social Sciences	This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.
CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	College of Social Sciences	This course is an orientation to the practicum and internship.
CCMH 597A	INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597B	INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597C	INTERNSHIP C	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CHM 109	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 110	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 150	GENERAL CHEMISTRY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	GENERAL CHEMISTRY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
CIS 207	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 207T	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.

CIS 211	OFFICE SOFTWARE SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.
CIS 291	PC AND DEVICE FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 293	NETWORK TROUBLESHOOTING AND SUPPORT	3	College of Information Systems and Technology	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 295	INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-902 exam.

CIS 297	COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-902 exam.
CIS 298	HEALTHCARE IT	3	College of Information Systems and Technology	This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	College of Information Systems and Technology	The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.
CIS 568	INFORMATION SYSTEMS CONCEPTS	3	College of Information Systems and Technology	This Course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	College of Information Systems and Technology	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	College of Information Systems and Technology	This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	College of Information Systems and Technology	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.

CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	College of Information Systems and Technology	This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	INTERNET BUSINESS CONCEPTS	3	College of Information Systems and Technology	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	NETWORK TECHNOLOGY FOUNDATIONS	3	College of Information Systems and Technology	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 304	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 305	CRIMINAL LAW	3	College of Criminal Justice and Security	This course is an introduction to the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment and the way criminal law impacts crime victims are also discussed.
CJA 314	CRIMINOLOGY	3	College of Criminal Justice and Security	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments; searches and seizures; interrogations and confessions; identifications; and pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examining homeland security issues.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 325	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 333	POLICING THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.
CJA 335	RESEARCH STATISTICS	3	College of Criminal Justice and Security	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 345	RESEARCH METHODS AND EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 355	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	College of Criminal Justice and Security	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 373	CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	INTERAGENCY COMMUNICATION	3	College of Criminal Justice and Security	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter- organizational communication, and potential collaboration models are explored.
CJA 383	INSTITUTIONAL AND COMMUNITY CORRECTIONS	3	College of Criminal Justice and Security	An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 394	CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 395	CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 444	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.
CJA 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.
CJA 475	FORECASTING AND STRATEGIC PLANNING	3	College of Criminal Justice and Security	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 483	FUTURES OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.
CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of human services in the criminal justice system as addressed by criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 200	FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the foundational elements of the criminal justice system. Students will begin to examine this system from its influential past to its multi- faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems, their impact, and their roles in our society. Other topics include crime causation, terrorism.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical and philosophical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.
CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.

CJS 210	FUNDAMENTALS OF POLICING	3	College of Criminal Justice and Security	This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational structure of police departments. This course will also discuss the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.
CJS 211	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	College of Criminal Justice and Security	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 220	INTRODUCTION TO CRIMINAL COURT SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.
CJS 231	CRIMINOLOGY	3	College of Criminal Justice and Security	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	VICTIMOLOGY	3	College of Criminal Justice and Security	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and explanations for delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJS 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and Security	This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future ontegration of private security services in law enforcement agencies.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMC 240	INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER	3	School of Business	Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. They will furthermore do this with an eye toward social responsibility and professional ethics.

CMC 260	COMMUNICATION VARIETY: THE SPICE OF LIFE	3	School of Business	The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMCEU 1000	EFFECTIVE BUSINESS COMMUNICATION	0.6	School of Continuing Education	To be successful in the business environment, one must be able to develop ideas, express them clearly, and persuade others of their viability. This course offers students effective strategies to sharpen their writing skills in letters and reports by structuring their ideas logically, exercising diplomacy and shaping their arguments for optimal effect. Students will also learn proper communication etiquette and the need for professionalism in various forms of business communication. This course provides 0.8 continuing education units in two 4-hour workshops.
CMCEU 1030	FACE TO FACE COMMUNICATION	0.6	School of Continuing Education	Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. In this course, students discover the power and need for face-to-face communication and how to improve skills to become a competent communicator. Topics include verbal and non-verbal elements of message delivery, how words are used to create positive relationships and resolve conflict, and how good listening ability factors into human interaction. Ways to adapt face-to-face communication principles for remote settings are also explored. This course provides 0.6 continuing education units in one, 6-hour workshop.
CMCEU 1040	TIME MANAGEMENT	0.6	School of Continuing Education	Time is a form of currency, and the ways that we talk about it illustrate its value: we say "Time is money," and "My time was well spent," or "It's a waste of time." Like most professionals, you've probably struggled with managing this resource effectively. In this course, you will practice techniques that will help you achieve more effective use of your time so that you can direct your energy towards the activities that will further your professional and personal goals. You will identify effective time-management strategies, including defining personal and professional goals, establishing priorities, and identifying the tasks that will be critical to achieving those goals. You will also create a personal time-management action plan. This course provides 0.6 continuing education units in one, 6-hour workshop.

CMGT 245	IS SECURITY CONCEPTS	3	College of Information Systems and Technology	This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	College of Information Systems and Technology	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	College of Information Systems and Technology	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 413	APPLICATION ACQUISITION AND SOURCING	3	College of Information Systems and Technology	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	ENTERPRISE SECURITY	3	College of Information Systems and Technology	This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	College of Information Systems and Technology	This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP's ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.
CMGT 433	CYBER SECURITY	3	College of Information Systems and Technology	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.

CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	College of Information Systems and Technology	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
CMGT 445	APPLICATION IMPLEMENTATION	3	College of Information Systems and Technology	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 554	IT INFRASTRUCTURE	3	College of Information Systems and Technology	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	College of Information Systems and Technology	This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.

CMGT 556	ENTERPRISE MODELS	3	College of Information Systems and Technology	This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	College of Information Systems and Technology	The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.
CMGT 575	CIS PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break- down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.
CMGT 578	CIS STRATEGIC PLANNING	3	College of Information Systems and Technology	This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organizations current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.

CMGT 582	SECURITY & ETHICS	3	College of Information Systems and Technology	The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS INTEGRATION	3	College of Information Systems and Technology	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	College of Social Sciences	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CMHC 597C	INTERNSHIP C	3	College of Social Sciences	Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.

CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	College of Social Sciences	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.
CNSL 502	GRADUATE PORTFOLIO I	0	College of Social Sciences	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CNSL 503R	RESIDENCY I	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)
CNSL 513R	RESIDENCY II	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)

CNSL 523R	RESIDENCY III	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)
CNSL 556	PORTFOLIO II	0	College of Social Sciences	Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.
COM 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.
COM 295T	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 340	MASS COMMUNICATION	3	School of Business	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication in the future.
COM 516	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	College of Education	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.
COM 537	ORGANIZATIONAL COMMUNICATIONS	3	School of Business	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Social Sciences	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	COMMUNICATION STRATEGIES	1	School of Advanced Studies	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	College of Humanities and Sciences	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	School of Business	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	School of Business	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMM 470	COMMUNICATING IN THE VIRTUAL WORKPLACE	3	School of Business	This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.
COMP 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.

COMPROG	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program for Computer Programming.
COMPROGLAB	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program Computer Programming Labs.
CONFWKSP	CONFLICT RESOLUTION FOR STUDY GROUPS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
CPMGT 300	PROJECT MANAGEMENT	3	School of Business	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	School of Business	This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.
CPMGT 302	PROCUREMENT AND RISK MANAGEMENT	3	School of Business	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	School of Business	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	LEADING PROJECTS IN ORGANIZATIONS	3	School of Business	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	PROJECT MANAGEMENT CAPSTONE	3	School of Business	This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.
CPMGT 310	PROJECT MANAGEMENT METHODOLOGIES	3	School of Business	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY	3	School of Business	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to rapidly deliver improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning tracking, and tools for defining and measuring progress.
CPMGT 312	PROGRAM MANAGEMENT	3	School of Business	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Social Sciences	This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.
CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	College of Social Sciences	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.
CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	College of Social Sciences	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	College of Social Sciences	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	College of Social Sciences	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	College of Social Sciences	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	College of Social Sciences	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.

CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	College of Social Sciences	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	College of Social Sciences	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	PROGRAM FACILITATION SKILLS	3	College of Social Sciences	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	College of Social Sciences	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.

CPSS 405	WORKING WITH SEX OFFENDERS	3	College of Social Sciences	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	College of Social Sciences	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	College of Social Sciences	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	College of Social Sciences	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	College of Social Sciences	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	College of Social Sciences	This course allows students to examine the complex correlation between of family dynamics and juvenile deliquency. Students explore topics related to prevention, development, and rehabilitation.

CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	College of Social Sciences	This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	College of Social Sciences	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	College of Social Sciences	This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.

CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	College of Social Sciences	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	College of Social Sciences	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	CULTURE AND COMMUNICATION	3	School of Business	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	School of Business	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.

CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	School of Business	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 477	RACE AND CLASS IN THE MEDIA	3	School of Business	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.
CSS 422	SOFTWARE ARCHITECTURE	3	College of Information Systems and Technology	This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
CSS 562	PROGRAMMING CONCEPTS	3	College of Information Systems and Technology	This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CTEC 510	Overview of Career and Technical Education	3	College of Education	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	College of Education	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	College of Education	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.
CTEL 502	ASSESSMENT AND INSTRUCTION	4	College of Education	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards- based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDAIE such as resources, approaches and methods, listening and speaking, and reading and writing.

CTEL 503	CULTURE AND INCLUSION	4	College of Education	This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.
CTSKILLS	CRITICAL THINKING WORKSHOP	0	Non-College Specific	The ability to think critically, solve problems, and make decisions is a valuable skill that students will need to apply both in their professional lives and academic careers. Some decisions are routine and require little, if any, contemplation. Other decisions are complex and require a considerable amount of thought and reflection. This three hour seminar introduces students to the concept of assumptions in critical thinking and presents a model to aid in the examination of complex decisions. First, students are presented with a definition of assumptions, an explanation of how assumptions are developed, and an examination of strategies for identifying assumptions that drive their own behavior. It also presents the critical thinking definition of argument and how language is used to support or discredit arguments. Second, students are presented with a five-step problem solving model. Whether a complicated work problem, a difficult assignment at school, or a major life decision; this model gives students a tool for evaluating situations, developing alternatives, and choosing a plan of action.
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	College of Education	Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	College of Education	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	College of Education	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	College of Education	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	ADVOCATING FOR LEARNING	3	College of Education	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.

CUR 525	ETHICAL ISSUES IN EDUCATION	3	College of Education	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision- making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	ASSESSMENT OF LEARNING	3	College of Education	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	College of Education	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school- wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.
CUR 532	FACILITATING ONLINE LEARNING	3	College of Education	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	College of Education	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
CUR 540	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	College of Education	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	College of Education	Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.
CUR 550	ENGAGING IN COMMUNITIES OF PRACTICE	3	College of Education	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	College of Education	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high- quality staff development and learning networks.
CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	School of Advanced Studies	Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712	CURRICULUM THEORY	3	School of Advanced Studies	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	School of Advanced Studies	This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	CURRICULUM DESIGN	3	School of Advanced Studies	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	INSTRUCTIONAL MODELS	3	School of Advanced Studies	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	ASSESSMENT OF STUDENT LEARNING	3	School of Advanced Studies	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	School of Advanced Studies	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CVCEU 2100	THE 5 CHOICES(R) TO EXTRAORDINARY PRODUCTIVITY	1.6	School of Continuing Education	The ordinary just happens, but extraordinary - that's a choice. Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten the ability to think clearly, make good decisions, and accomplish what matters most leaving individuals worn out and unfulfilled. This course offers the exceptional FranklinCovey(R) The 5 Choices of Productivity. This course presents time management redefined for the twenty-first century offering insights to increase productivity of teams, individuals, and organizations while empowering individuals to make more selective, high-impact choices about where to invest valuable time, attention, and energy. This 16 instructional hour course issues 1.6 continuing education units.
CVCEU 2500	RULE YOUR TECHNOLOGY DON'T LET IT RULE YOU	0.6	School of Continuing Education	Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten our ability to think clearly, make good decisions, and accomplish what matters most, leaving individuals worn out and unfulfilled. This course covers Choice 4 from the exceptional FranklinCovey (TM) The 5 Choices of Productivity. This materials is time management redefined for the twenty-first century: offering insights to increase productivity through the use of technology. This course provides .6 continuing education units in one, 6-hour workshop.
CYB 205	Infrastructure Administration	3	College of Information Systems and Technology	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.

CYB 409	Information Systems Leadership, Projects and Operations	3	College of Information Systems and Technology	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 492	Capstone Bachelor Implementation	3	College of Information Systems and Technology	This capstone project is the implementation phase of the capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense and other Core Courses, and the twelve selected Elective courses.
DAT 335	User Interface Principles and Design	3	College of Information Systems and Technology	This course introduces principles and techniques of user interface design with particular emphasis on databases.
DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	School of Business	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.

DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	College of Information Systems and Technology	This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	College of Information Systems and Technology	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.
DBM 296	ADMINISTERING A SQL SERVER	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.
DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.

DBM 380	DATABASE CONCEPTS	3	College of Information Systems and Technology	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	DATABASE CONCEPTS	3	College of Health Sciences and Nursing	This course covers health care database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration within the health care industry.
DBM 384	SPECIAL PURPOSE DATABASES	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	College of Information Systems and Technology	This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	DATABASE MANAGEMENT	3	College of Information Systems and Technology	The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.
DEVQA 898	TEST COURSE 4	3	Non-College Specific	
DEVQA 899	TEST COURSE 5	3	Non-College Specific	
DEVQA 997	TEST COURSE 1	3	Non-College Specific	

DEVQA 998	TEST COURSE 2	4	Non-College Specific	
DEVQA 999	TEST COURSE 3	3	Non-College Specific	
DEVQA LAD	TEST COURSE 6	10	Non-College Specific	test course
DEVQA898	TEST COURSE 4	3	Non-College Specific	

DEVQA899	TEST COURSE 5	3	Non-College Specific	
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	School of Advanced Studies	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level. 3 credits.
DHA 714	HEALTH CARE MARKETING	3	School of Advanced Studies	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services. 3 credits.
DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	School of Advanced Studies	Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	HEALTH CARE ECONOMICS	3	School of Advanced Studies	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services. 3 credits.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	School of Advanced Studies	Contemporary administration requires a thorough understanding of governmental policy and regulatory development process. Students analyze the history of health financing legislation and regulatory implications of the Medicare and Medicaid programs. This course examines the impact of emerging social, economic, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	School of Advanced Studies	This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology. 3 credits.
DHA 724	GLOBALIZATION OF HEALTH CARE	3	School of Advanced Studies	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development. 3 credits.

DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	School of Advanced Studies	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision-making. Students will apply this science in the analysis of emerging health epidemics and diseases. 3 credits.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	School of Advanced Studies	This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings. 3 credits.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge. 3 credits.
DHAX 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DISCWKSP	DISC FOR STUDY GROUPS	0	Non-College Specific	The DiSC for Study Groups is a class that provides a personality profile and behavioral profile for students to help them improve their communication and interaction with other study group members. It is designed to help students succeed in their study groups.
DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	School of Advanced Studies	This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 720N	PROPOSAL SEMINAR	3	School of Advanced Studies	This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 720R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This 3-day residency course begins the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This course will incorporate students from various doctoral programs/disciplines.
DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines. 3 credits.
DOC 723	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines.

DOC 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	School of Advanced Studies	This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.

DOC 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	School of Advanced Studies	This 3-day residency course is designed to facilitate the process through an approved doctoral proposal to final submission of the doctoral dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 735	RESEARCH PROPOSAL	3	School of Advanced Studies	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	DISSERTATION I	3	School of Advanced Studies	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736C	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC/737.

DOC 736IA	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IC	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736N1	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737

DOC 736N2	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737.
DOC 736N3	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737
DOC 737	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/ mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 737I	DISSERTATION II	3	School of Advanced Studies	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner/chair agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737N	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738B	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738C	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738IA	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IC	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N1	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738N2	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738N3	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 740R	ANNUAL RENEWAL RESIDENCY	0	School of Advanced Studies	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
DOC 741	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.

DOC 741A	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 741R	ANNUAL RENEWAL RESIDENCY	2	School of Advanced Studies	This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.
DOC 742	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to the Concept Review.
DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will allow the student to submit to the Concept Review.

DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.

DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 893	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 988	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 989	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 991	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 992	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 993	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 994	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 999	DOCTORAL DISSERTATION REVIEW FACULTY	0	School of Advanced Studies	Test course for doctoral dissertation review faculty.
DOCX 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOCX 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOCX 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DSC 330	DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS	3	School of Business	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.

ECE 510	Effective Instruction for Early Childhood Education	3	College of Education	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	College of Education	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	College of Education	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	College of Education	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.

ECE 514	FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.
ECH 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	College of Education	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self- evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	College of Education	This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.
ECH 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance young children's learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing children's problem-solving skills.
ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	College of Education	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	College of Education	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	College of Education	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	College of Education	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)	4	College of Education	This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on Kindergarten through Age 8 or through Grade 3 student teaching experiences.

ECH 598	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 599	EARLY CHILDHOOD STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 365T	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 370	ENVIRONMENTAL ECONOMICS	3	College of Humanities and Sciences	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 561	ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

EDCEU 1001	CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT	0.5	School of Continuing Education	Excellent classroom management is critical for new and experienced teachers alike. This professional development course focuses on strategies used in managing a positive classroom. Topics include management models, motivation, working with disruptive students, classroom expectations and procedures, and communication. Students will practice using multiple strategies for student engagement and classroom management. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1002	ASSESSMENT AND EVALUATION	0.5	School of Continuing Education	Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development course examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques. This course provides 0.5 continuing education units in one 5-hour course.
EDCEU 1003	DIFFERENTIATED LEARNING	0.5	School of Continuing Education	Differentiation is no easy feat. This professional development course will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading, and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills, and content area mastery, including selecting supplemental content area media for a variety of reading levels. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1004	POSITIVE BEHAVIOR AND SUPPORTS (PBIS)	0.5	School of Continuing Education	This course is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the planning process in their school.

EDCEU 1005	THE GIFTED AND TALENTED LEARNER	0.5	School of Continuing Education	This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and Creative Thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.
EDCEU 1006	HIGHER ORDER THINKING SKILLS	0.5	School of Continuing Education	Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development course examines the (HOTS) required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.
EDCEU 1007	THE HIGHLY EFFECTIVE SUBSTITUTE EDUCATOR	1.5	School of Continuing Education	This professional development course is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management, and instructional strategies that promote student learning.
EDCEU 1008	FLORIDA TEACHER CERTIFICATION EXAM GK TEST PREP	0.5	School of Continuing Education	This course prepares students for the Florida Teacher Certification General Knowledge Exam by reviewing key reading, English language skills and essay, as well as key mathematics topics.

EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	School of Advanced Studies	This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.
EDD 712	LEADERSHIP IN CONTEMPORARY ORGANIZATION	3	School of Advanced Studies	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 713	LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM	3	School of Advanced Studies	The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/ training and the military play in instilling a belief in lifelong learning is of focus.
EDD 714	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	School of Advanced Studies	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	PLANNING AND LEADING CHANGE	3	School of Advanced Studies	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	THE LEGAL CONTEXT OF EDUCATION	3	School of Advanced Studies	This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case laws and specific pieces of education legislation are reviewed.
EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	School of Advanced Studies	The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724	INSTRUCTIONAL LEADERSHIP	3	School of Advanced Studies	In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.

EDD 731	THE ECONOMICS OF EDUCATION	3	School of Advanced Studies	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	School of Advanced Studies	This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
EDD 733	EVALUATION AND ASSESSMENT METHODS	3	School of Advanced Studies	This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	School of Advanced Studies	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	School of Advanced Studies	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 721	INSTRUCTIONAL DESIGN	3	School of Advanced Studies	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	DISTANCE LEARNING	3	School of Advanced Studies	This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	School of Advanced Studies	This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.

EDT 731	SYSTEM ANALYSIS AND DESIGN	3	School of Advanced Studies	This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.
EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	School of Advanced Studies	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	TECHNOLOGY LEADERSHIP	3	School of Advanced Studies	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	FOUNDATIONS OF EDUCATION	3	College of Education	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	College of Education	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	College of Education	In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.
EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	College of Education	This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions-whether inherited through culture and tradition or consciously adopted-interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.
EDU 300	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 300CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a preK-8 environment.

EDU 305CA	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 311CA	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	College of Education	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 321	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 321CA	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	ELEMENTARY EDUCATION SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EDUC 519	FOUNDATIONS OF EDUCATION	3	College of Education	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	CLASSROOM MANAGEMENT FOR EDUCATORS	3	College of Education	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored.Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	College of Education	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	College of Education	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	College of Education	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	TEACHING CRITICAL THINKING SKILLS	3	College of Education	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	College of Education	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	College of Education	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	College of Education	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	College of Education	This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420	ELEMENTARY METHODS - SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425	ELEMENTARY METHODS-HEALTH/PE	3	College of Education	This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430	ELEMENTARY METHODS - SOCIAL STUDIES	3	College of Education	This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435	ELEMENTARY METHODS - FINE ARTS	3	College of Education	This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 438CA	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data- collection tools designed to assess student learning.
EED 496	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.

EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

ELEC 710	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 711	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 712	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 713	PHD I/O ELECTIVE	3	School of Advanced Studies	Elective course for PHD I/O program: PSYCH/780 or PSYCH/790

ELEC 714	DHA ELECTIVE	3	School of Advanced Studies	Placeholder for elective courses in the DHA program.
ELEC 725	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 532	Creating an Effective Learning Environment	3	College of Education	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	College of Education	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	College of Education	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.

ELM 536	Social Studies Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE	2	College of Education	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.

ELM 545	ELEMENTARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 583	Elementary Clinical Practice	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
ELM 586	ELEMENTARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
ELM 587	ELEMENTARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.
ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 599	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	EMERGENCY PREPAREDNESS AND PLANNING	3	College of Health Sciences and Nursing	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	EMERGENCY SERVICES AND THE COMMUNITY	3	College of Health Sciences and Nursing	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350	MANAGING EMERGENCY RESPONSE OPERATIONS	3	College of Health Sciences and Nursing	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 100	CRITICAL READING AND COMPOSITION	3	College of Humanities and Sciences	This course develops the reading, writing and critical thinking skills that are essential for academic and life success.
ENG 101	EFFECTIVE ESSAY WRITING	3	College of Humanities and Sciences	Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.
ENG 102	RESEARCH WRITING	3	College of Humanities and Sciences	Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ENG 106	SURVEY OF LITERARY MASTERPIECES	3	College of Humanities and Sciences	This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 125	LITERATURE IN SOCIETY	3	College of Humanities and Sciences	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.
ENG 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	College of Humanities and Sciences	This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.
ENG 157	MULTICULTURAL LITERATURE	3	College of Humanities and Sciences	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 200	RHETORIC AND RESEARCH	3	College of Humanities and Sciences	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	College of Humanities and Sciences	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	MECHANICS OF WRITING	3	College of Humanities and Sciences	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	INTRODUCTION TO CREATIVE WRITING	3	College of Humanities and Sciences	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.

ENG 260	FOLKLORE AND FAIRYTALES	3	College of Humanities and Sciences	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265	THE SHORT STORY	3	College of Humanities and Sciences	This course examines the short story through notable works and writers.
ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.

ENG 295	CHILDREN'S LITERATURE	3	College of Humanities and Sciences	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 301	AMERICAN ETHNIC LITERATURE	3	College of Humanities and Sciences	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	WRITING PROPOSALS	1	College of Humanities and Sciences	This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	College of Humanities and Sciences	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380	APPLIED LINGUISTICS	3	College of Humanities and Sciences	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 437	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	College of Humanities and Sciences	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

ENG 491	AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political and social writings, and poetry will be read and discussed.
ENG 492	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493	ENGLISH LITERATURE TO 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.
ENG 494	ENGLISH LITERATURE SINCE 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 495	ADVANCED CREATIVE WRITING	3	College of Humanities and Sciences	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.
ENGPROF 01	ENGLISH COMPOSITION PROFICIENCY COURSE	0	College of Humanities and Sciences	This proficiency exam, which is a zero credit- bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.
ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	School of Business	This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	School of Business	This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.

ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	School of Business	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100M	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.
ENV 310	ENVIRONMENTAL MANAGEMENT	3	College of Humanities and Sciences	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	College of Humanities and Sciences	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 320	ENVIRONMENTAL LAW	3	College of Humanities and Sciences	This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.
ENV 340	ENERGY AND THE ENVIRONMENT	3	College of Humanities and Sciences	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.
ENV 410	ENVIRONMENTAL TOXICOLOGY	3	College of Humanities and Sciences	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	ENVIRONMENTAL RISK ASSESSMENT	3	College of Humanities and Sciences	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 431	PUBLIC POLICY ANALYSIS	3	College of Humanities and Sciences	This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 125	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	College of Humanities and Sciences	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter- related nature of ethics, morality, legal responsibility, and social issues.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	School of Business	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.
ETH 328	DATA ETHICS AND SECURITY	3	School of Business	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	ACCOUNTING ETHICS	3	School of Business	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

EXAM 799	COMPREHENSIVE EXAMINATION	1	School of Advanced Studies	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.
FIN 366	FINANCIAL INSTITUTIONS	3	School of Business	This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.
FIN 370	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 370T	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	School of Business	This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
FIN 402	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	School of Business	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	WORKING CAPITAL MANAGEMENT	3	School of Business	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to- day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.
FIN 415	CORPORATE RISK MANAGEMENT	3	School of Business	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419	FINANCE FOR DECISION MAKING	3	School of Business	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	PERSONAL FINANCIAL PLANNING	3	School of Business	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	School of Business	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction ad contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	School of Business	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 444	MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING	3	School of Business	This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467	REAL ESTATE INVESTMENT	3	School of Business	This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	CORPORATE FINANCE	3	School of Business	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 572	HEALTHCARE FINANCE	3	School of Business	This course applies healthcare finance concepts to make effective management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include reimbursement strategies, cash flow, working capital, capital budgets, and long-term financing.
FIN 575	PROJECT BUDGET AND FINANCE	3	School of Business	This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
FIN 580	GLOBAL CAPITAL MARKETS	3	School of Business	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	FINANCIAL CONTROLLING	3	School of Business	This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590	AUDIT AND COMPLIANCE MANAGEMENT	3	School of Business	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	REAL ESTATE INVESTMENT	3	School of Business	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 592	MERGERS AND ACQUISITIONS	3	School of Business	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 593	INVESTMENT BANKING	3	School of Business	This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	School of Advanced Studies	This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP/IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.
FNP 001	FNP ORIENTATION	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
FP 100T	EVERYDAY ECONOMICS AND FINANCES	3	College of Humanities and Sciences	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FP 101	FOUNDATIONS OF PERSONAL FINANCE	3	College of Humanities and Sciences	This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

GBM 380	GLOBAL BUSINESS	3	School of Business	This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.
GBM 381	INTERNATIONAL TRADE	3	School of Business	This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.
GEN 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	College of Humanities and Sciences	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEN 480	INTERDISCIPLINARY CAPSTONE COURSE	3	College of Humanities and Sciences	This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

GEO 180	PHYSICAL GEOGRAPHY	3	College of Humanities and Sciences	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GFT 500	Teaching Gifted and Talented Learners	3	College of Education	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	College of Education	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	College of Education	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	College of Education	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GHA 548	FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS	3	College of Health Sciences and Nursing	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.
GHS 573	INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	College of Criminal Justice and Security	This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.
GHS 593	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	College of Criminal Justice and Security	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

GLG 220	PHYSICAL GEOLOGY	3	College of Humanities and Sciences	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.
GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	School of Business	This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

HCA 210	INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE	3	College of Health Sciences and Nursing	This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220	THE LANGUAGE OF HEALTH CARE	3	College of Health Sciences and Nursing	This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230	COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.
HCA 240	HEALTH & DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY	3	College of Health Sciences and Nursing	This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250	THE PSYCHOLOGY OF HEALTH	3	College of Health Sciences and Nursing	In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.
HCA 260	HEALTH CARE'S LAW AND ETHICS ENVIRONMENT	3	College of Health Sciences and Nursing	This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
HCA 270	FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.

HCIS 245	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.
HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 255	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
HCIS 265	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 275	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.
HCIS 305	TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and types of provider service models in the health care delivery systems. Topics will include common disease management and processes that impact the delivery of health care services.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	College of Health Sciences and Nursing	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCM 440	HEALTH CARE DATA ANALYTICS	3	School of Business	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCR 201	MEDICAL BILLING AND CODING	3	College of Health Sciences and Nursing	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.

HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.
HCR 210	PATIENT RECORDS: KEEPING IT REAL	3	College of Health Sciences and Nursing	Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.
HCR 220	CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH	3	College of Health Sciences and Nursing	Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.
HCR 230	CLAIMS PREPARATION II: FOOTING THE BILLS	3	College of Health Sciences and Nursing	This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240	COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO	3	College of Health Sciences and Nursing	This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	College of Health Sciences and Nursing	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.

HCS 207	Introduction to Medical Terminology	3	College of Health Sciences and Nursing	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	ANATOMY AND PHYSIOLOGY I	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.

HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.

HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	College of Health Sciences and Nursing	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 310	HEALTH CARE DELIVERY IN THE UNITED STATES	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 320	HEALTH CARE COMMUNICATION STRATEGIES	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.
HCS 325	HEALTH CARE MANAGEMENT	3	College of Health Sciences and Nursing	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 330	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	College of Health Sciences and Nursing	This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.
HCS 341	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	ORGANIZATIONAL BEHAVIOR	3	College of Health Sciences and Nursing	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	HEALTH CARE ACCOUNTING	3	College of Health Sciences and Nursing	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 429CA	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs, and systems that affect the health of the human body.
HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	College of Health Sciences and Nursing	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	College of Health Sciences and Nursing	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.
HCS 436	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.
HCS 437	LONG-TERM CARE ADMINISTRATION	3	College of Health Sciences and Nursing	This course introduces students to the organization and management of long-term care. The impact of state and federal regulations are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long-term care.
HCS 446	FACILITY PLANNING	3	College of Health Sciences and Nursing	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.

HCS 449	HEALTH ADMINISTRATION CAPSTONE	3	College of Health Sciences and Nursing	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	College of Health Sciences and Nursing	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Health Sciences and Nursing	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.
HCS 456	RISK MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.

HCS 457	PUBLIC AND COMMUNITY HEALTH	3	College of Health Sciences and Nursing	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	HEALTH CARE RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements evidence based research within health care.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	College of Health Sciences and Nursing	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 478	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.

HCS 482	HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.
HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 490	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	College of Health Sciences and Nursing	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 499	HEALTH CARE STRATEGY CAPSTONE	3	College of Health Sciences and Nursing	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.

HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	1	College of Health Sciences and Nursing	This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.
HCS 510	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.
HCS 529	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	College of Health Sciences and Nursing	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542	HEALTH CARE RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	College of Health Sciences and Nursing	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	College of Health Sciences and Nursing	This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 589	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	School of Advanced Studies	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non- secular), and goals of education from classical times through modern American higher education.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	School of Advanced Studies	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	School of Advanced Studies	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.

HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	School of Advanced Studies	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.
HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	School of Advanced Studies	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.

HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	School of Advanced Studies	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.
HINF 500	INFORMATICS FOR HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	THE SYSTEMS LIFE CYCLE	3	College of Health Sciences and Nursing	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy- in from stakeholders.
HINF 520	DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.

HIS 110CA	U.S. HISTORY TO 1865	3	College of Humanities and Sciences	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 120CA	U.S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.
HIS 125	US HISTORY FROM 1865 TO 1945	3	College of Humanities and Sciences	This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.
HIS 135	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

HIS 265	HAWAII: HISTORY AND CULTURE	3	College of Humanities and Sciences	This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi- cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.
HIS 276CA	GLOBAL CIVILIZATIONS 1400-1700	3	College of Humanities and Sciences	This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 301	UNITED STATES CONSTITUTION	3	College of Humanities and Sciences	This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	CALIFORNIA STATE HISTORY	3	College of Humanities and Sciences	This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

HIS 311	NEVADA AND U.S. CONSTITUTION	3	College of Humanities and Sciences	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 335	EUROPE AND THE WORLD WARS	3	College of Humanities and Sciences	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	ANCIENT WORLDS	3	College of Humanities and Sciences	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	THE HISTORY OF AFRICA	3	College of Humanities and Sciences	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 510	AZ CONSTITUTION	1	College of Education	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.
HIS 511	U.S. CONSTITUTION	1	College of Education	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIT 300	INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY	3	College of Information Systems and Technology	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	HEALTH INFORMATION SYSTEMS SUPPORT	3	College of Information Systems and Technology	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.

HIT 400	ELECTRONIC HEALTH RECORDS MANAGEMENT	3	College of Information Systems and Technology	This course covers Electronic Health Records (EHR) Management. Content includes governmental regulations, patient information management, and system integration. Coursework explores configuring EHRs, addressing vendor-specific systems, and the fundamentals of health workflow process analysis.
HIT 450	IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	College of Education	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	School of Business	This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475	HOSPITALITY DECISION ANALYSIS	3	School of Business	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality. organization.
HM 476	HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE	3	School of Business	This applied capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	School of Business	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	College of Education	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION	3	College of Health Sciences and Nursing	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS	3	College of Health Sciences and Nursing	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	EVALUATION AND ASSESSMENT METHODOLOGIES	3	College of Health Sciences and Nursing	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRCEU 1000	COACHING ESSENTIALS	0.6	School of Continuing Education	Business leaders are expected to help their team meet or exceed expectations by driving productivity and profitability for the organization. Coaching is a leadership tool used to improve performance and contribute to achieving the goals of the organization. In this course, students will explore the benefits of coaching, coaching approaches, how to develop an action plan, and methods for ensuring the coaching process is successful. This course provides 0.6 continuing education units in one, 6-hour workshop.

HRCEU 2000	WORKING WITH A GENERATIONALLY-DIVERSE WORKFORCE	0.6	School of Continuing Education	Human resource professionals communicate with a multigenerational workforce across all levels of an organization. Having a foundational knowledge of the behavioral characteristics of different generations is important to your success as an HR professional. Learners will gain an understanding of the generational differences, adapt their communication and work styles, and apply conflict intervention and resolution practices. This course provides .6 continuing education units, in one - 6 hour workshop.
HRCEU 2220	CHANGE MANAGEMENT	0.6	School of Continuing Education	Critical to any organization's success is the ability to facilitate effective change. The ability to effectively manage and adapt to change requires an understanding of various levels of change and methods of bringing about change. This course explores the fundamentals of change management and how it is of benefit to organizations in an era of constant transformation. Students will learn the steps of the change process, obstacles to change, strategies used to manage and adapt to change, as well as how to address the uncertainty that change brings about in order to move others forward. This course provides 0.6 continuing education units in one, 6-hour workshop.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	School of Business	This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	CHANGE MANAGEMENT	3	School of Business	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324	TOTAL COMPENSATION	3	School of Business	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326	EMPLOYEE DEVELOPMENT	3	School of Business	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	School of Business	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	School of Business	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	School of Business	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 531	HUMAN CAPITAL MANAGEMENT	3	School of Business	This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 546	HUMAN RESOURCE LAW	3	School of Business	This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548	RECRUITMENT AND RETENTION PRACTICES	3	School of Business	This course prepares students to evaluate and develop a a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	School of Business	This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.
HRM 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	School of Business	This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.
HRM 595	HUMAN RESOURCE CAPSTONE COURSE	3	School of Business	This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.

HRTP 2000	SHRM-CP (TM)/SHRM-SCP (TM) CERTIFICATION PREPARATION	4	School of Continuing Education	In today's ever-changing workplace, human resource professionals are assuming more responsibilities in organizations and contributing to the achievement of strategic goals by hiring and retaining talented employees. Whether you are seeking certification, recertification, or professional development opportunities, the SHRM-CP (TM)/SHRM- SCP (TM) certification preparation course offers accelerated and comprehensive training on the Body of Competency and Knowledge (SHRM BoCK (TM)), focusing on the People, Organization, Workplace, and Strategy knowledge domains. The course also covers the eight behavioral competencies for human resources professionals: Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, and Communications. Students will gain or improve human resources knowledge and skills by using practical and real-life information, online assessments and practice tests, and creating a personal study plan, through the use of the SHRM Learning System. This course provides 4.0 continuing education units in five 8-hour
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	College of Social Sciences	This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.
HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	College of Social Sciences	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	College of Social Sciences	This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.

HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	College of Social Sciences	This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	College of Social Sciences	This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person's ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.
HS 255	HUMAN SERVICE CAPSTONE COURSE	3	College of Social Sciences	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.
HSM 210	HUMAN SERVICES IN THE UNITED STATES	3	College of Social Sciences	This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220	HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE	3	College of Social Sciences	This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	College of Social Sciences	This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.
HSM 240	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	College of Social Sciences	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	College of Social Sciences	This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	College of Social Sciences	This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.
HSN 300	PHARMACOLOGY I	4	College of Health Sciences and Nursing	This course examines the registered nurse's role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
HSN 301	PHARMACOLOGICAL INTERVENTIONS I	3	College of Health Sciences and Nursing	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.
HSN 310	PHARMACOLOGY II	4	College of Health Sciences and Nursing	This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence- based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

HSN 311	PHARMACOLOGICAL INTERVENTIONS II	3	College of Health Sciences and Nursing	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	HEALTH INFORMATION TECHNOLOGY FOR NURSING	3	College of Health Sciences and Nursing	This course examines electronic modalities that assists in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 471	POLICY, LAW AND ETHICAL CONSIDERATIONS	2	College of Health Sciences and Nursing	This course examines legal and ethical decision making, health policy development, legislation, and regulation in the context of nursing practice.

HSN 476	HEALTHCARE POLICY AND FINANCIAL MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
HSN 548	ROLE OF THE HEALTH CARE/NURSING EDUCATOR	3	College of Health Sciences and Nursing	Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	College of Health Sciences and Nursing	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	College of Health Sciences and Nursing	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

HSN 590	ADVANCED PHARMOCOTHERAPEUTICS	3	Non-College Specific	This course is designed to provide the nursing student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HST 155	U. S. HISTORY TO 1865	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.

HST 206	LATIN AMERICA	3	College of Humanities and Sciences	This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.
HST 275	GLOBAL CIVILIZATIONS TO 1500	3	College of Humanities and Sciences	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	College of Humanities and Sciences	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 290	HISTORIANS AND HISTORY	3	College of Humanities and Sciences	This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.

HST 320	HISTORY RESEARCH METHODS	3	College of Humanities and Sciences	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	AMERICAN REVOLUTION	3	College of Humanities and Sciences	This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.
HST 498	HISTORY CAPSTONE	3	College of Humanities and Sciences	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 201	INTRODUCTION TO HOSPITALITY	3	School of Business	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	School of Business	This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT IN HOSPITALITY	3	School of Business	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	School of Business	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
HTT 241	FOOD AND BEVERAGE MANAGEMENT	3	School of Business	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 251	HOSPITALITY OPERATIONS	3	School of Business	This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.
HUM 105	WORLD MYTHOLOGY	3	College of Humanities and Sciences	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 111	CRITICAL AND CREATIVE THINKING	3	College of Humanities and Sciences	This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.
HUM 115	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 130	RELIGIONS OF THE WORLD	3	College of Humanities and Sciences	This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.
HUM 150	INTRODUCTION TO FILM STUDIES	3	College of Humanities and Sciences	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 176	MEDIA AND AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

HUM 300	THE GLOBAL VILLAGE	1	College of Humanities and Sciences	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	INTEGRATIVE STUDIES	3	College of Humanities and Sciences	This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	DATA MODELING	3	College of Information Systems and Technology	This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

IM 310	DATA ANALYTICS AND MODELING	3	College of Information Systems and Technology	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IND 701	INDEPENDENT STUDY I	3	School of Advanced Studies	The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
INTNETWKSP	INTRO TO THE INTERNET	0	Non-College Specific	This is not an actual course. It is entered as a means of scheduling a non-academic activity.
IOP 455	PROFESSIONAL ETHICS	3	College of Social Sciences	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	ORGANIZATIONAL CULTURES	3	College of Social Sciences	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	GROUP DYNAMICS	3	College of Social Sciences	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	ASSESSMENT TOOLS FOR ORGANIZATIONS	3	College of Social Sciences	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	CAPSTONE PROJECT	3	College of Social Sciences	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 305	SYSTEMS OPERATIONS MANAGEMENT	3	School of Business	This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 361	PURCHASING AND PROCUREMENT	3	School of Business	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.
ISCOM 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	School of Business	This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.
ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	School of Business	This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	School of Business	This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.
ISCOM 385	INVENTORY AND MATERIALS MANAGEMENT	3	School of Business	This course provides an overview of the strategic role that inventory plays in the modern logistics environment. Topics include inventory models, regulations, outsourcing, material handling, procurement, continuous improvement, inventory control, and measuring inventory productivity.
ISCOM 386	SERVICE OPERATIONS MANAGEMENT	3	School of Business	The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.
ISCOM 424	END-TO END SUPPLY CHAIN MANAGEMENT	3	School of Business	This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472	LEAN ENTERPRISE	3	School of Business	This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.
ISCOM 473	GLOBAL SOURCING AND PROCUREMENT	3	School of Business	This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	School of Business	This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	SUPPLY CHAIN MANAGEMENT CAPSTONE	3	School of Business	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IT domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.
IST 721	KNOWLEDGE WORKER INFORMATION SYSTEMS	3	School of Advanced Studies	In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722	INFORMATION TECHNOLOGY FOR TEAMS	3	School of Advanced Studies	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	School of Advanced Studies	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IT domains within an organization.
IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	School of Advanced Studies	This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IT domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.
IST 733	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	College of Information Systems and Technology	Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.
IT 205	MANAGEMENT OF INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 206	PC APPLICATIONS SUPPORT	3	College of Information Systems and Technology	This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.
IT 210	FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object- oriented programming concepts, terminology, and notation.
IT 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
IT 235	IMAGE EDITING AND IMPLEMENTATION	3	College of Information Systems and Technology	Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop Elements is required for this class.
IT 236	INTRO TO WEB DESIGN I	3	College of Information Systems and Technology	Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.

IT 237	INTRO TO WEB DESIGN II	3	College of Information Systems and Technology	Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.
IT 238	WEB SYSTEMS	3	College of Information Systems and Technology	This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
IT 240	INTRO TO LAN TECHNOLOGIES	3	College of Information Systems and Technology	This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, basic networking security concepts.
IT 241	INTRO TO W-LAN TECHNOLOGIES	3	College of Information Systems and Technology	Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242	INTRO TO WAN TECHNOLOGIES	3	College of Information Systems and Technology	This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244	INTRO TO IT SECURITY	3	College of Information Systems and Technology	Concepts of General IT security and its rationale will be introduced. Content includes contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
IT 260	INTRO TO DESKTOP DATABASES	3	College of Information Systems and Technology	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
IT 261	ADVANCED DESKTOP DATABASES	3	College of Information Systems and Technology	This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264	INTRODUCTION TO SQL	3	College of Information Systems and Technology	This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
IT 265	MANAGING THE DATABASE ENVIRONMENT	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
IT 280	COMPUTER HARDWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
IT 282	COMPUTER SOFTWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284	ENTERPRISE COMPUTER SUPPORT	3	College of Information Systems and Technology	This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.
IT 286	COMPUTER MAINTENANCE AND TROUBLESHOOTING	3	College of Information Systems and Technology	This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
JRN 310	INTRODUCTION TO JOURNALISM	3	School of Business	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	RESEARCH FOR JOURNALISM	3	School of Business	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330	JOURNALISTIC WRITING I	3	School of Business	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	JOURNALISTIC WRITING II	3	School of Business	This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350	CONTROVERSIAL ISSUES IN JOURNALISM	3	School of Business	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	STORYTELLING: A MULTIMEDIA APPROACH	3	School of Business	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

LAW 441	BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS	3	School of Business	This course provides students with overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.
LAW 531	BUSINESS LAW	3	School of Business	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	School of Business	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	School of Business	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task- oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	School of Business	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	School of Business	This course we will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.
LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	School of Business	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.

LDCEU 1000	APPLYING LEADERSHIP PRINCIPLES	0.6	School of Continuing Education	Dynamic leaders exhibit critical leadership skills to effectively set the direction for the team and organization. Solid leadership inspires others and motivates the team to perform at a higher level, increasing productivity. In this course, you will learn the principles of effective leadership and practical strategies to apply on the job to improve your performance as a leader within your work group or organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1005	DEVELOPING YOURSELF AS A LEADER	0.6	School of Continuing Education	As a first-time manager or team lead, individuals will need to develop a skillset as a leader in order to be successful. This course will provide methods for new managers to perform a personal assessment to identify areas for improvement and apply strategies to develop and grow leadership capabilities. New managers will learn best practices and proven techniques and strategies that can be leveraged to grow leadership skills. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1010	PRACTICAL LEADERSHIP	0.6	School of Continuing Education	Recently promoted managers, successful employees or other individual contributors who seek to become more influential in their organization require an expanded understanding of leadership. In this course, students will explore the practical skills needed to transition from being an individual contributor to becoming a leader of diverse teams to achieve business results. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 5000	MANAGERIAL LEADERSHIP	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.

LDR 300	INNOVATIVE LEADERSHIP	3	School of Business	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 531	ORGANIZATIONAL LEADERSHIP	3	School of Business	This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LDR 533	LEADERSHIP FOR HEALTHCARE ORGANIZATIONS	3	School of Business	This course prepares students to apply leadership principles specific to the healthcare industry. Students will learn about the relationship between healthcare providers, physicians, and the organization. Other topics include organizational culture, group behavior, motivation, power, politics, and organizational change specific to healthcare organizations.
LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	School of Advanced Studies	In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework-all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.

LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	School of Advanced Studies	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	School of Advanced Studies	This course explores successful leadership and controversial issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that create a balanced value in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

LDR 736	ARCHITECTURE OF LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short- and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.
LEO 563	LAW ENFORCEMENT INTELLIGENCE OPERATIONS	3	College of Criminal Justice and Security	This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.
LEO 573	ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING	3	College of Criminal Justice and Security	This course explores methods to track and measure an organization's overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.
LEO 583	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	College of Criminal Justice and Security	This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	College of Criminal Justice and Security	This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	College of Humanities and Sciences	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	College of Humanities and Sciences	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course is a survey of American Literature since 1860.
LIT 304	SHAKESPEARE	3	College of Humanities and Sciences	This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	College of Humanities and Sciences	This course examines the American novel through major genres and authors.
LIT 330	MODERN POETRY	3	College of Humanities and Sciences	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	LITERARY THEORY AND CRITICISM	3	College of Humanities and Sciences	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	LITERATURE OF THE FANTASTIC	3	College of Humanities and Sciences	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	INTRODUCTION TO LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	MANAGEMENT WITHIN THE LIFESPAN INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	REGULATIONS IN LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	LIFESPAN MANAGEMENT CAPSTONE	3	College of Health Sciences and Nursing	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	College of Health Sciences and Nursing	This course provides an overview of programs and products related to our rapidly expanding long- term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

LTC 315	ALTERNATIVE LIVING ENVIRONMENTS	3	College of Health Sciences and Nursing	This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.
LTC 328	LEGAL PERSPECTIVES IN AGING	3	College of Health Sciences and Nursing	This course will focus on the legal and regulatory issues related to today's long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.
MACEU 2010	GOOGLE(R) ANALYTICS	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions which impact their future course. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis becomes informed decision-making. This course provides 0.6 continuing education units over one 6-hour workshop.
MAT 001	MATH PLACEMENT EXAM A	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.

MAT 002	MATH PLACEMENT EXAM B	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 003	MATH PLACEMENT EXAM C	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 116	ALGEBRA 1A	3	College of Humanities and Sciences	This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra IB.
MAT 117	ALGEBRA 1B	3	College of Humanities and Sciences	This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.

MAT 207	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MAT 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MBL 400	MOBILE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402	ANDROID MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 404	ANDROID MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 406	IOS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 408	IOS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MDT 523	LEGAL AND ETHICAL ISSUES IN MEDIATION	3	College of Social Sciences	Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 552	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.

MFCC 556	FAMILY SYSTEMS THEORY	3	College of Social Sciences	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561	FAMILY INTERVENTIONS	3	College of Social Sciences	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.
MFCC 591O	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	College of Social Sciences	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597B	INTERNSHIP B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C	INTERNSHIP	3	College of Social Sciences	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MGCEU 1000	MANAGING ORGANIZATIONAL GOALS	0.6	School of Continuing Education	Managers are responsible for setting the goals for their team and for managing their work. Organizational goals can often get lost in layers of management and not get communicated to the individual contributors. In the absence of goals, employees can feel unmotivated or can even set their own goals for achievement, which can result in poor and conflicting team performance. In this course, students will develop the necessary skills to establish tactical goals for their team based on organizational directives, and create and manage action plans to achieve these goals. This course provides 0.8 continuing education units in two, 4-hour workshops.
MGCEU 1005	WHAT GOOD MANAGERS DO: THE FIRST 100 DAYS	0.6	School of Continuing Education	Taking on a management role can be a bit scary. Understanding how to conduct performance appraisals, monitor work processes, communicate effectively with team members, build an internal network of supportive colleagues, and avoid common management pitfalls can be overwhelming for a new manager. This course provides the basics of effective management key for the first 100 days on the job. Topics include managerial responsibilities and skills such as the ability to resolve conflicts, coach teams to optimal performance, and serve as an advocate for their team within the wider corporate structure. This course provides 0.6 continuing education units in one, 6-hour workshop.
MGCEU 1010	EFFECTIVE MANAGEMENT	0.6	School of Continuing Education	The world of business is increasingly centered on the interaction of different teams, both within and outside the organization. The success of a team within a company is often directly linked to the ability of a manager to lead and manage the team effectively. In order to perform the job well, the manager must understand the different roles of those on the team. A manager should be trained to develop the capabilities of all team members and address issues as soon as they surface. This course will help students gain an understanding of the fundamentals of becoming an effective manager for their team. This course provides 0.6 continuing education units in one, 6-hour workshop.

MGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	HOSPITALITY ENTREPRENEURSHIP	3	School of Business	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 360	GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT	3	School of Business	This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.
MGT 362	CHANGE MANAGEMENT AND IMPLEMENTATION	3	School of Business	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	School of Business	This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 411	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	School of Business	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	EVALUATING NEW BUSINESS OPPORTUNITIES	3	School of Business	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 420	MANAGING QUALITY IN THE SUPPLY CHAIN	3	School of Business	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	EMPLOYMENT LAW	3	School of Business	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	School of Business	This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.
MGT 448	GLOBAL BUSINESS STRATEGIES	3	School of Business	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises. (3 credits; 5 weeks) Prereq: none
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	School of Business	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.
MGT 498	STRATEGIC MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

MGT 521	MANAGEMENT	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.
MGT 527	CONSULTING	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	School of Business	This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 539	THE GLOBAL ECONOMY	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.

MGT 557	NEGOTIATION, POWER, AND POLITICS	3	School of Business	This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.
MGT 567	ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course prepares students to align an organization's social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.
MGT 598	CONSULTING PROJECT	3	School of Business	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	School of Advanced Studies	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.

MGT 716	MANAGEMENT PHILOSOPHIES	3	School of Advanced Studies	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	EMERGING MANAGERIAL PRACTICES	3	School of Advanced Studies	This course prepares students to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, students will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizational leaders are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches to meet the challenges of the future of work.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course empowers students to manage complexity and lead organizations through strategic decision making. Students focus on managing information systems and theoretical and practical frameworks to enable organizational performance and innovation.

MHA 505	SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS	3	College of Health Sciences and Nursing	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS	3	College of Health Sciences and Nursing	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	LEVERAGING INFORMATICS IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures wtihin organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.

MHA 515	SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT	3	College of Health Sciences and Nursing	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE	3	College of Health Sciences and Nursing	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organziations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES	3	College of Health Sciences and Nursing	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will begin to exemplify the traits of Adaptive Leadership in the context of the health sector. Topics include leading in complex environments (transparency and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and collaboration, concepts of power and professional culture.

MHA 543	TACKLING THE TALENT WAR IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and enagement.
MHA 560	CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will examine strategies for successfully elevating the role of the health care organization through a well- defined "brand". Topics will include brand-as- promise, brand-as-experience, and brand-as- emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE	3	College of Health Sciences and Nursing	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 310	PERSONAL SELLING	3	School of Business	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	School of Business	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
MKT 360	SALES FORCE MANAGEMENT	3	School of Business	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	MARKETING	3	School of Business	This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

MKT 431	SMALL BUSINESS MARKETING	3	School of Business	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.
MKT 435	CONSUMER BEHAVIOR	3	School of Business	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.
MKT 438	PUBLIC RELATIONS	3	School of Business	This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship building strategies; and ethics and public relations. (3 credits; 5 weeks)
MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	School of Business	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 441	MARKETING RESEARCH	3	School of Business	This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.
MKT 443	SOCIAL MEDIA MARKETING	3	School of Business	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	HOSPITALITY MARKETING	3	School of Business	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer- relationships through marketing.
MKT 446	SEARCH ENGINE OPTIMIZATION	3	School of Business	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447	ADVERTISING AND CREATIVE STRATEGY	3	School of Business	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.
MKT 448	WEB ANALYTICS FOR DIGITAL MARKETING	3	School of Business	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	School of Business	This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.
MKT 498	INTEGRATED MARKETING STRATEGY	3	School of Business	This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 544	INTEGRATED MARKETING COMMUNICATIONS	3	School of Business	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 554	CONSUMER BEHAVIOR	3	School of Business	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	ADVANCED INTERNATIONAL MARKETING	3	School of Business	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 571	MARKETING	3	School of Business	This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 578	PUBLIC RELATIONS	3	School of Business	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.
MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	School of Business	In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	School of Advanced Studies	This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet- based customer information.
MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	College of Criminal Justice and Security	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	PROGRAM EVALUATION	3	College of Criminal Justice and Security	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy-making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	Students are required to apply the knowledge learned in the MPA program to a cumulative project.
MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MTE 001	Orientation to Teacher Education	0	College of Education	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	College of Education	This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 507	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 507CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	College of Education	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	College of Education	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 512	Teaching the Exceptional Learner	3	College of Education	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	College of Education	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	College of Education	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	College of Education	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.

MTE 518	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	College of Education	This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.
MTE 529	READING AND PHONOLOGICAL THEORY	2	College of Education	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	CURRICULUM CONST & ASSMT: HISTORY/SOCIAL SCIENCE	2	College of Education	This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533	CURRICULUM CONSTRUCTS AND ASSESSMENT:SCIENCE AND MATHEMATICS	4	College of Education	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	College of Education	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework- based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 541	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 550	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of Education	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 553	INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	3	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 562	ASSESSMENT AND EVALUATION	3	College of Education	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations

MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 569	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 580	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY BUS & MKTNG	3	College of Education	This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.
MTE 583	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
MTE 586	STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 587	STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTH 110	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 156	MATH FOR ELEMENTARY TEACHERS I	3	College of Education	This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 157	MATH FOR ELEMENTARY TEACHERS II	3	College of Education	This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 209	COLLEGE MATHEMATICS II	3	College of Humanities and Sciences	This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

MTH 210	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 212	INTRODUCTION TO FINITE MATHEMATICS	3	College of Humanities and Sciences	This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.
MTH 213	Mathematics for Elementary Educators I	3	College of Education	This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	College of Education	This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 215	QUANTITATIVE REASONING I	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216	QUANTITATIVE REASONING II	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	STATISTICS I	3	College of Humanities and Sciences	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 218	STATISTICS II	3	College of Humanities and Sciences	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.

MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.
MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	College of Humanities and Sciences	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 225	PRE-CALCULUS	4	College of Humanities and Sciences	This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 280	CALCULUS I	4	College of Information Systems and Technology	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	College of Information Systems and Technology	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.
MTH 360	LINEAR ALGEBRA	3	College of Information Systems and Technology	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	CALCULUS III	3	School of Business	This course builds on the concepts presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.

MTH 463	APPLIED STATISTICS	3	College of Information Systems and Technology	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 530	LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all of these facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	GEOMETRY	3	College of Education	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	STATISTICS	3	College of Education	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.
NCPDSU 100	Developing a STEAM Unit	0	College of Education	The workshop is designed to support K-12 teachers with STEAM unit design using problem-based learning as the vehicle. Throughout the course of this workshop, participants will design a unit for classroom instruction in the upcoming school year.
NCPSTM 100	Foundations of STEAM Education II	1.5	College of Education	This course will explore STEAM in the classroom, utilizing problem-based learning as the vehicle to teach STEAM. Participants will take a look at arts integration and the engineering design process. Participants will also engage in using a variety of assessment tools in STEAM and how to extend STEAM beyond the classroom through other engagement opportunities.
NRP 505	ROLE OF ADVANCED PRACTICE NURSE	3	College of Health Sciences and Nursing	This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 507	ADVANCED PHARMACOLOGY	4	College of Health Sciences and Nursing	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	College of Health Sciences and Nursing	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	College of Health Sciences and Nursing	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	ADVANCED HEALTH ASSESSMENT I	4	College of Health Sciences and Nursing	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 543	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 552	CLINICAL PROCEDURES	2	College of Health Sciences and Nursing	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	ADULT AND GERIATRIC MANAGEMENT I	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556	ADULT AND GERIATRIC MANAGEMENT II	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 571	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	College of Health Sciences and Nursing	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X- ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	FINAL PRECEPTORSHIP	8	College of Health Sciences and Nursing	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSE 721	THEORIES OF NURSING EDUCATION	3	School of Advanced Studies	This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.
NSE 722	INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT	3	School of Advanced Studies	This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching- learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.

NSE 723	MEASUREMENT AND EVALUATION	3	School of Advanced Studies	This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.
NSG 300	INTRODUCTION TO THE SCHOOL OF NURSING	3	College of Health Sciences and Nursing	This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.
NSG 301	TRANSITION TO BACCALAUREATE STUDIES	3	College of Health Sciences and Nursing	This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.
NSG 302	PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.

NSG 320	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner's Theory of novice to expert and the role of the generalist will be explored.
NSG 321	TRANSITION TO BACCALAUREATE NURSING	2	College of Health Sciences and Nursing	In the role of registered nurse, professional nurses use leadership, critical thinking, evidence-based practice, and clinical judgment to design, manage, coordinate, and provide safe care. Evaluating knowledge, skills, and attitudes is crucial to role transition from practical and vocational nursing to baccalaureate-prepared registered nursing. Students will analyze the relationship between critical thinking, clinical reasoning, clinical judgment, and the nursing process; and evaluate the role and scope of practice of the registered nurse.
NSG 330	PHYSICAL ASSESSMENT	4	College of Health Sciences and Nursing	This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.
NSG 331	HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	This course advances the nursing student's skills in health assessment and physical examination. History taking, performing focused assessments, and data evaluation to develop care plans are emphasized.

NSG 340	MEDICAL/SURGICAL NURSING I: ACUTE	5	College of Health Sciences and Nursing	This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson's Theory of Human Caring is addressed. Watson's Theory will be used by the student to apply critical thinking pathways to individual heath problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 341	CARE OF THE MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medical- surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.
NSG 345	MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	College of Health Sciences and Nursing	This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 347	CARE OF THE MEDICAL-SURGICAL PATIENT II	6	College of Health Sciences and Nursing	This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.

NSG 400	THEORETICAL BASIS FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.
NSG 401	THEORY APPLICATION IN NURSING PRACTICE	2	College of Health Sciences and Nursing	This course focuses on the exploration of various theories and their application to professional practice. Watson's theory of human caring is presented as a possible framework to guide baccalaureate nursing practice.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	College of Health Sciences and Nursing	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 411	CARE OF THE MENTAL HEALTH PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.

NSG 416	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	College of Health Sciences and Nursing	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	College of Health Sciences and Nursing	This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 421	CARE OF THE FAMILY AND COMMUNITY	4	College of Health Sciences and Nursing	?This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 425	NURSING ETHICS AND PROFESSIONALISM	4	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.

NSG 426	INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS	3	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	College of Health Sciences and Nursing	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.
NSG 431	EVIDENCE-BASED PRACTICE AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the research process as a foundation for evidence-based practice. Data compilation and analysis for problem identification, evaluation of interventions, and patient outcomes are explored.
NSG 435	MATERNAL - CHILD NURSING	4	College of Health Sciences and Nursing	This course focuses on the use of Watson's Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

NSG 436	CARE OF THE MATERNAL-CHILD PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.
NSG 440	PEDIATRIC NURSING	4	College of Health Sciences and Nursing	This course focuses on the utilization of Watson's Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 441	CARE OF THE PEDIATRIC PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.
NSG 447	CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.

NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	College of Health Sciences and Nursing	Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 451	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	College of Health Sciences and Nursing	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	PUBLIC AND GLOBAL HEALTH	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	College of Health Sciences and Nursing	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 468	INFLUENCING QUALITY WITHIN HEALTHCARE	3	College of Health Sciences and Nursing	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 471	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course examines the role of the nurse as leader and manager. Managing health care resources, assessing quality and risk in patient care, interprofessional collaboration, and decision-making models are explored.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.

NSG 478CA	Promoting Healthy Communities	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 480	NURSING SYNTHESIS	4	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	INFLUENCING NURSING PRACTICE	2	College of Health Sciences and Nursing	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	PROMOTING HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities.

NSG 482CA	Promoting Healthy Communities	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.
NSG 485CA	Public Health: Health Promotion and Disease Prevention	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.
NSG 486	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of public health principles.

NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 495	SENIOR LEADERSHIP PROJECT	4	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.
NSG 498	SENIOR LEADERSHIP PRACTICUM	3	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 500	AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY	4	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.

NSG 501	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I	3	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.
NSG 502	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 505	COMPREHENSIVE HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	CONTEMPORARY NURSING PRACTICE	3	College of Health Sciences and Nursing	This course emphasizes the School of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.

NSG 512	NURSING RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis and the role of the nurse as scientist.
NSG 513	INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT	3	College of Health Sciences and Nursing	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.
NSG 514	HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS	3	College of Health Sciences and Nursing	This course analyzes the role of the graduate- level nurse as a leader in the profession as a steward of financial management. Topics include principles in financial and resource management, budgetary cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
NSG 516AD	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 516ED	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517AD	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517IN	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 525	ROLE OF THE NURSE EDUCATOR	3	College of Health Sciences and Nursing	This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.
NSG 530	THEORY AND PRINCIPLES OF NURSING EDUCATION	4	College of Health Sciences and Nursing	This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.
NSG 531	PROGRAM AND COURSE DEVELOPMENT	3	College of Health Sciences and Nursing	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	INNOVATIVE CURRICULUM DESIGN	3	College of Health Sciences and Nursing	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	EDUCATIONAL ASSESSMENT AND EVALUATION	3	College of Health Sciences and Nursing	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	FACILITATING ENGAGED LEARNING	3	College of Health Sciences and Nursing	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 535	CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

NSG 536	Practicum Elective I	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 540	INSTRUCTIONAL DESIGN AND TECHNOLOGY	3	College of Health Sciences and Nursing	This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.
NSG 541	DATA ANALYSIS AND MANAGEMENT	3	College of Health Sciences and Nursing	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.

NSG 542	INFORMATION WORKFLOW	3	College of Health Sciences and Nursing	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	DATABASE MANAGEMENT	3	College of Health Sciences and Nursing	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	EVALUATION AND APPLICATION OF INFORMATION	3	College of Health Sciences and Nursing	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	College of Health Sciences and Nursing	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

NSG 547	HUMAN RESOURCES MANAGEMENT	3	College of Health Sciences and Nursing	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
NSG 557	ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING	3	College of Health Sciences and Nursing	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course engages the student in the processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT	3	College of Health Sciences and Nursing	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	PRACTICUM	4	College of Health Sciences and Nursing	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	College of Information Systems and Technology	This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	FOUNDATIONS OF NETWORKING	3	College of Information Systems and Technology	This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you'll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.

NTC 255	STORAGE AND MANAGEMENT OF DATA	3	College of Information Systems and Technology	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.
NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	College of Information Systems and Technology	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	STORAGE MANAGEMENT CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

NTC 302	NETWORK WEB SERVICES	3	College of Information Systems and Technology	This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.
NTC 320	NETWORK DESIGN ASSOCIATE	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	WINDOWS SERVER CONFIGURATION	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration & Group Policy.
NTC 326	ADMINISTERING WINDOWS SERVER	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services & Group Policy.

NTC 328	ADVANCED WINDOWS SERVICES	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	College of Health Sciences and Nursing	This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	College of Information Systems and Technology	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	College of Information Systems and Technology	This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406	TELECOMMUNICATIONS AND NETWORKING II	3	College of Information Systems and Technology	NTC/406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail the related theory being applied to specific applications in the industry.
NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	College of Information Systems and Technology	This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	College of Information Systems and Technology	NTC/411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed Network security, Disaster Recovery, and Business Continuity planner is also address in this course.
NTC 415	NETWORK INTEGRATION PROJECT	3	College of Information Systems and Technology	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to- end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

NTC 425	NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 440	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 440CC	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 443CC	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 531	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care police are developed.

NUR 540C	NP PEDIATRIC PRECEPTORSHIP CLINICAL	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
NUR 542	DYNAMICS OF FAMILY SYSTEMS	2	College of Health Sciences and Nursing	Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 544	POPULATION-FOCUSED HEALTH CARE	3	College of Health Sciences and Nursing	Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
NUR 550	ISSUES IN ADVANCED PRACTICE	3	College of Health Sciences and Nursing	This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NUR 588	DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS	3	College of Health Sciences and Nursing	Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.
NUR 590A	NURSING PRACTICUM-A	1	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 590B	NURSING PRACTICUM-B	2	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 598	RESEARCH UTILIZATION PROJECT	3	College of Health Sciences and Nursing	This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 703	THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE	3	School of Advanced Studies	This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.
OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	School of Business	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	School of Business	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	College of Education	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

ONLINEWKSP	USING THE ONLINE COLLECTION	0	Non-College Specific	The is not an actual course. It is entered as a means of scheduling a non-academic activity.
OPS 350	OPERATIONS MANAGEMENT	3	School of Business	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	BUSINESS PROCESS MANAGEMENT	3	School of Business	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.
OPS 405	ENTERPRISE RESOURCE MANAGEMENT	3	School of Business	This course provides and overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.

OPS 415	SYSTEMS THINKING AND PERFORMANCE MEASUREMENT	3	School of Business	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	OPERATIONS MANAGEMENT CAPSTONE	3	School of Business	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 571	OPERATIONS MANAGEMENT	3	School of Business	This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
ORG 581	ORGANIZATIONAL DESIGN	3	School of Business	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, intrapreneurship, and lateral organizations.

ORG 707	ADVANCED SYSTEMS THINKING	3	School of Advanced Studies	With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.
ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	School of Advanced Studies	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	School of Advanced Studies	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.

ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	School of Advanced Studies	In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORG 730	ORGANIZATION DEVELOPMENT	3	School of Advanced Studies	This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.
ORIENT 001	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.

ORIENT 002	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.
ORIENT 003	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.
PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	College of Humanities and Sciences	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

PHL 320T	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 410	CLASSICAL LOGIC	3	College of Humanities and Sciences	This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.
PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	College of Humanities and Sciences	In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	School of Advanced Studies	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	College of Humanities and Sciences	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PM 571	PROJECT MANAGEMENT	3	School of Business	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	PROJECT LEADERSHIP	3	School of Business	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584	PROJECT RISK MANAGEMENT	3	School of Business	This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586	PROJECT QUALITY MANAGEMENT	3	School of Business	This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	PROJECT MANAGEMENT CAPSTONE	3	School of Business	In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
PMPDU 2000	PROJECT MANAGEMENT FUNDAMENTALS	24	School of Continuing Education	Foundational knowledge of the phases and elements of professional project management are important to the success of a project. Using the knowledge areas and process groups related to project management methodologies, the principles in the course align to the standards in the Project Management Institute, A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Fifth Edition, Project Management Institute, Inc., 2013. Students will gain an essential familiarity of the methodologies, principles and practices of project management. This course provides 24 contact hours in six 4- hour workshops.
PMPTP 2500	PROJECT MANAGEMENT PROFESSIONAL TEST-PREP	35	School of Continuing Education	Passing the Project Manager Professional (PMP) exam can be a challenging task. Having resources and a structured approach for exam preparation can help build confidence. This course is designed for students ready to sit for the PMP exam. In this test preparation course, students will assess their readiness to sit for the PMP exam then build a study plan to use when preparing for test day. Using the study plan as a guide, students will utilize a variety of study resources, including weekly readings, Practice quizzes, flashcards, mock exams, as well as other supplemental materials to address identified content gaps in the study plan. This course provides 35 professional development hours in five, 7-hour workshops.

POL 115	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	College of Humanities and Sciences	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.
POS 221	WINDOWS SERVER CONFIGURATIONS	3	College of Information Systems and Technology	This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands- on access to Windows lab exercises.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

POS 408	.NET I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.
POS 409	.NET II	3	College of Information Systems and Technology	This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.
POS 410	SQL FOR BUSINESS	3	College of Information Systems and Technology	This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
POS 433	UNIX NETWORKING	3	College of Information Systems and Technology	This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX system files, file systems and process, systems administration and security are also examined.

PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.
PRG 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java 2 Platform Development Kit, Standard Edition.
PRG 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	College of Information Systems and Technology	This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.

PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	College of Information Systems and Technology	This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	College of Information Systems and Technology	This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components
PRG 410	C++PROGRAMMING I	3	College of Information Systems and Technology	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 420	JAVA PROGRAMMING I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

PRG 421	JAVA PROGRAMMING II	3	College of Information Systems and Technology	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	College of Social Sciences	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical- thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	PSYCHOLOGY OF LEARNING	3	College of Humanities and Sciences	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 201	FOUNDATIONS OF PSYCHOLOGY	3	College of Humanities and Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	CAREERS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 220	POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME	3	College of Social Sciences	How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 225	POSITIVE PSYCHOLOGY	3	College of Social Sciences	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be "free"? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 230	THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?	3	College of Social Sciences	What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	College of Social Sciences	This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 245	SURVEY OF RESEARCH AND STATISTICS	3	College of Social Sciences	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	PSYCHOLOGY OF PERSONALITY	3	College of Social Sciences	This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	College of Social Sciences	This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.
PSY 270	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM-IV- TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 280	HUMAN GROWTH & DEVELOPMENT	3	College of Social Sciences	This course is a study of the development of the individuals from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 285	SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG	3	College of Social Sciences	This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.
PSY 300	GENERAL PSYCHOLOGY	3	College of Social Sciences	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience

PSY 301	EMOTIONAL INTELLIGENCE	1	College of Social Sciences	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	College of Social Sciences	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	College of Social Sciences	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	STATISTICAL REASONING IN PSYCHOLOGY	3	College of Social Sciences	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 320	HUMAN MOTIVATION	3	College of Social Sciences	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	RESEARCH METHODS	3	College of Social Sciences	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	SENSATION AND PERCEPTION	3	College of Social Sciences	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.

PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	College of Social Sciences	This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception
PSY 360	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 375	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.
PSY 390	LEARNING AND COGNITION	3	College of Social Sciences	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	THEORIES OF PERSONALITY	3	College of Social Sciences	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	THEORIES OF BEHAVIOR	3	College of Social Sciences	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	College of Social Sciences	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.
PSY 435	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	College of Social Sciences	This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.
PSY 460	ENVIRONMENTAL PSYCHOLOGY	3	College of Social Sciences	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	College of Social Sciences	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	ELEMENTS OF CLINICAL PSYCHOLOGY	3	College of Social Sciences	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	College of Social Sciences	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	College of Social Sciences	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610	RESEARCH METHODS IN PSYCHOLOGY	3	College of Social Sciences	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	College of Social Sciences	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	STATISTICS FOR THE BEHAVIOR SCIENCES	3	College of Social Sciences	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	College of Social Sciences	This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of "unscientific" applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	College of Social Sciences	This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.
PSYCH 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	College of Social Sciences	This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.
PSYCH 629	INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	In this course, students will be introduced to the domains of the Industrial Organizational (I- O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I- O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	PERSONNEL PSYCHOLOGY	3	College of Social Sciences	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 645	PERSONALITY THEORIES	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	College of Social Sciences	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.
PSYCH 655	PSYCHOMETRICS	3	College of Social Sciences	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	College of Social Sciences	Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well- being across a range of organizational contexts.

PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	College of Social Sciences	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	College of Social Sciences	This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	College of Social Sciences	Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
PSYCH 705	PERSONNEL PSYCHOLOGY	3	School of Advanced Studies	Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	School of Advanced Studies	In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
PSYCH 707	LEADERSHIP THEORY AND MANAGEMENT THEORY	3	School of Advanced Studies	Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	School of Advanced Studies	This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.
PSYCH 709	ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY	3	School of Advanced Studies	Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710	MASTER'S PROJECT	1	School of Advanced Studies	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	DISSERTATION PROCESS	3	School of Advanced Studies	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	School of Advanced Studies	Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	School of Advanced Studies	This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

PSYCH 760R	CONSULTING PROCESSES IN I/O	3	School of Advanced Studies	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	School of Advanced Studies	Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
PSYCH 780	CONSUMER BEHAVIOR	3	School of Advanced Studies	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 790	INDEPENDENT STUDY	3	School of Advanced Studies	The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.

PSYCH 799	COMPREHENSIVE EXAM	1	School of Advanced Studies	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.
QNT 275T	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 351	QUANTITATIVE ANALYSIS FOR BUSINESS	3	School of Business	This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 561	APPLIED BUSINESS RESEARCH & STATISTICS	3	School of Business	This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	School of Business	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
RDG 201CA	READING AND WRITING CONCEPTS	3	College of Humanities and Sciences	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	College of Education	This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	College of Education	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and language arts are also emphasized.
RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
RDG 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	College of Education	This course focuses on children's language and literacy development from birth to age 8. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally-effective assessments are discussed as a means of informing instruction.

RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	College of Education	This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	ELEMENTARY METHODS - READING/LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.

RDG 500	SCIENTIFICALLY BASED READING INSTRUCTION	3	College of Education	This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.
RDG 532	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.
RDG 535	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.
RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE	3	College of Education	This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.

RDG 558	SECONDARY CONTENT AREA LITERACY	3	College of Education	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.
RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDNG 500	Reading Methods: Primary	3	College of Education	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	College of Education	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.

RDNG 502	Reading Methods: Secondary	3	College of Education	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 503	Diagnosis and Remediation	3	College of Education	This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.
RDNG 504	Phonological Theory and Application	3	College of Education	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.
RDNG 505	CHILDREN'S LITERATURE	3	College of Education	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.

RDNG 506	Elementary Reading and Writing Strategies	3	College of Education	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	College of Education	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	College of Education	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.

RDNG 511	Reading Assessment	3	College of Education	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	College of Humanities and Sciences	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.
REL 134	WORLD RELIGIOUS TRADITIONS II	3	College of Humanities and Sciences	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	BUSINESS RESEARCH	3	School of Business	This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

RES 700	STATISTICS ENTRANCE ASSESSMENT	0	School of Advanced Studies	This statistics assessment, which is not credit-bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	School of Advanced Studies	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	School of Advanced Studies	This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.
RES 713	STATISTICS	3	School of Advanced Studies	This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	School of Advanced Studies	The course builds on the student's foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 723	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	School of Advanced Studies	This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726	CORRELATIONAL METHODS OF ANALYSIS	3	School of Advanced Studies	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.
RES 728	QUALITATIVE CASE STUDY	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	School of Advanced Studies	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.

RES 741	TESTING AND MEASUREMENT	3	School of Advanced Studies	A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test devlopment and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.
RES 745	GROUNDED THEORY METHODS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	MIXED METHODS	3	School of Advanced Studies	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed- method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.
RES 750	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I	3	School of Advanced Studies	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.

RES 751	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II	3	School of Advanced Studies	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	School of Advanced Studies	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.
RES 760	MEASUREMENT OF CONSTRUCTS	3	School of Advanced Studies	The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
RES 765	MULTIVARIATE STATISTICS	3	School of Advanced Studies	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.

RES 770	PSYCHOMETRICS	3	School of Advanced Studies	Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
RES ARA1	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA2	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA3	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.

REV 410	REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION	3	School of Business	This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.
RHET 300	RHETORICAL THEORIES	3	College of Humanities and Sciences	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	College of Humanities and Sciences	This course examines American rhetoric from a variety of genres and a range of historical periods.
RHET 475	RHETORIC AND SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the use of rhetoric in contemporary social media.

RHM 410	THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	THE MANAGEMENT OF RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.
RHM 440	REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT	3	College of Health Sciences and Nursing	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.

RHM 450	RETAIL HEALTH FINANCIAL STRATEGIES	3	College of Health Sciences and Nursing	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 506	SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive- behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.
SCHC 510	HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

SCHC 515	LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
SCHC 517	FOUNDATIONS OF SCHOOL COUNSELING	3	College of Social Sciences	This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.
SCHC 519	DELIVERY OF SERVICES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.
SCHC 525	INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.

SCHC 537	RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	College of Social Sciences	This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multi-disciplinary team for special education planning.
SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co- leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 556	PORTFOLIO II	0	College of Social Sciences	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.
SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	College of Social Sciences	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	College of Social Sciences	This course is an orientation to the practicum and internship.

SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCH-CN 501	School Counseling: Delivery of Services	3	College of Education	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 162	PRINCIPLES OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163M	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	College of Humanities and Sciences	This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	OCEANOGRAPHY	3	College of Humanities and Sciences	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	HUMAN NUTRITION	3	College of Humanities and Sciences	This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 230	INTRODUCTION TO LIFE SCIENCE	3	College of Humanities and Sciences	This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.
SCI 241	NUTRITION	3	College of Humanities and Sciences	SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.
SCI 250	MICROBIOLOGY	4	College of Humanities and Sciences	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganism are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.

SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	College of Humanities and Sciences	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems , and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 275	ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.
SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	College of Humanities and Sciences	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	College of Information Systems and Technology	Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.

SEC 110	INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT	3	College of Information Systems and Technology	An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	College of Information Systems and Technology	Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	College of Information Systems and Technology	Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.
SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	College of Information Systems and Technology	Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.

SEC 150	INSIDER THREATS FUNDAMENTALS	3	College of Information Systems and Technology	Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization's security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	College of Information Systems and Technology	Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation ("fire drills"), sheltering from severe weather such as tornadoes, "shelter- in-place" from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.
SEC 210	PHYSICAL ASSET PROTECTION	3	College of Information Systems and Technology	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost- benefit analysis.
SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.

SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	College of Information Systems and Technology	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	College of Information Systems and Technology	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally this course provides an overview of situational crime prevention the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Information Systems and Technology	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem- solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Information Systems and Technology	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	INDUSTRIAL SAFETY	3	College of Information Systems and Technology	This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to an investigation of work related accidents.
SEC 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Information Systems and Technology	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.
SEC 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 361	INTERPERSONAL COMMUNICATIONS	3	College of Information Systems and Technology	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	FINANCE AND BUDGETING PRACTICES	3	College of Information Systems and Technology	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Information Systems and Technology	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	THREAT AND VULNERABILITY MANAGEMENT	3	College of Information Systems and Technology	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.

SEC 411	PHYSICAL SECURITY	3	College of Information Systems and Technology	Review of facilities physical security measures, including active and passive protection systems.
SEC 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	College of Information Systems and Technology	Review of personal security measures, including employee, general public and VIP protection systems and methods.
SEC 431	PRINCIPLES OF INVESTIGATION	3	College of Information Systems and Technology	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	College of Information Systems and Technology	This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.

SEC 451	GLOBAL SECURITY ISSUES	3	College of Information Systems and Technology	Course provides an overview of the "General Security Risk Assessment Guideline." Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.
SEC 461	TERRORISM	3	College of Information Systems and Technology	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, student learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.
SEC 471	CRITICAL INCIDENT MANAGEMENT	3	College of Information Systems and Technology	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.
SEC 481	SECURITY CAPSTONE	3	College of Information Systems and Technology	Through operational scenarios and practical exercises, students will address the competencies outlined in the "Chief Security Office (CS0) Organizational Standard," by ASIS/American National Standard. Includes a summary and integration of the entire organizational security and management curriculum.

SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	College of Information Systems and Technology	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	College of Information Systems and Technology	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	College of Information Systems and Technology	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.
SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SEC 532	SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT	3	College of Education	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
SEC 534	READING IN THE CONTENT AREA	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.

SEC 536	SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	SECONDARY CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.

SEC 540	SCIENCE CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	SECONDARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 583	SECONDARY CLINICAL PRACTICE	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.

SEC 586	SECONDARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
SEC 587	SECONDARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 595	SECONDARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

SEC 596	SECONDARY STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	SECONDARY STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEI 300	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL's acquire English.

SEI 301	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K- 12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 506	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	College of Education	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.

SMCEU 2010	SOCIAL MEDIA COMMUNITY FUNDAMENTALS	0.6	School of Continuing Education	Social media has taken old-fashioned "word-of- mouth" marketing to a global level. So much so, that creating and maintaining social media communities is standard practice for organizations of nearly any size today. How does one capitalize on these efforts? By staying mindful of the overall business strategy and keeping the online conversation on-topic. Students in this course will learn how to grow brand awareness, perpetuate the conversation, and influence the world using specific social media communities. This course provides 0.6 continuing education units over one 6-hour workshop.
SMH 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	College of Health Sciences and Nursing	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainbility.
SMH 593	THE ECONOMICS OF HEALTH CARE SUSTAINABILITY	3	College of Health Sciences and Nursing	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability- focused organizations. Topics include cost- benefit analysis of sustainable produts, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	College of Health Sciences and Nursing	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidenced based knowledge to support environmental sustainability.

SOC 100	INTRODUCTION TO SOCIOLOGY	3	College of Humanities and Sciences	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	College of Humanities and Sciences	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination and adaptation and conflict in diverse cultures.
SOC 315	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

SOC 333	GENDERS IN SOCIETY	3	College of Humanities and Sciences	The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335	THE PEOPLES AND CULTURES OF ASIA	3	College of Humanities and Sciences	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337	CONTEMPORARY LATIN AMERICAN SOCIETY	3	College of Humanities and Sciences	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	THE AFRICAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern day perspective.

SPAN 110	CONVERSATIONAL SPANISH I	3	College of Humanities and Sciences	SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	CONVERSATIONAL SPANISH II	3	College of Humanities and Sciences	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	College of Education	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	College of Education	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.

SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 512	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	College of Education	This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 544	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	College of Education	This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	College of Education	This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities, including students with traumatic brain injury, other health impairments, and sensory disorders. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Service delivery options, including self-contained placements and inclusion, and their impact on students will be analyzed. Instructional strategies, accommodations, adaptations, and curricular modifications will be explored.
SPE 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	College of Education	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPE 558	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES	3	College of Education	This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	College of Education	This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.
SPE 577	SPECIAL EDUCATION STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SPE 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	College of Education	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.
SPE 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE 594	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
SPE 596	SPECIAL EDUCATION STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SPED 530	Introduction to Learners with Special Needs	3	College of Education	This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create individualized education programs. Historical perspectives, special education law, and current policies and practices are examined.
SPED 531	Special Education Teaching Methods	3	College of Education	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 532	Special Education Assessment	3	College of Education	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	College of Education	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	College of Education	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	College of Education	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.

SPED 536	Transition Planning for Adolescents with Disabilities	3	College of Education	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 537	Mathematics Instruction for Special Education	3	College of Education	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	College of Education	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	College of Education	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPKNGWKSP	BASIC PUBLIC SPEAKING/PRESENTATION SKILLS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
SSCEU 3350	LEAN SIX SIGMA GREEN BELT	8	School of Continuing Education	The Define, Measure, Analyze, Improve, and Control (DMAIC) model is the foundation of Six Sigma methodology. Lean Six Sigma incorporates the DMAIC model with lean methodologies used to streamline business processes. In this course, students will focus on the individual phases of the model, by exploring how each phase impacts the success of projects. In addition, students will learn how the project scope, process mapping, and change management play into the six sigma methodology, while applying lean concepts to reduce waste. 80 hours, 8 - weeks.
SSCEU 3400	LSS GREEN BELT: EXAMS	1	School of Continuing Education	The final course in LSS Green Belt Certificate Program (noncredit) is a collection of exams that measure the concepts covered in the program. There are four exams, Define, Measure, Analyze, and Improve and Control that align with the four courses in the program. The course provides 1 continuing education units over one 10-hour workshop.
STATSWKSHP	STATISTICS WORKSHOP	0	Non-College Specific	Non-credit bearing course for Statistics Workshop offered at campus.

STATWKS	OPEN STATISTICS LAB	0	Non-College Specific	Open lab for students seeking additional help in statistics.
STEAM 506	STEAM Education: Curriculum and Instruction	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	College of Humanities and Sciences	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.

SUS 310	INDUSTRIAL ECOLOGY	3	College of Humanities and Sciences	This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life- cycle assessment.
SUS 330	INTRODUCTION TO SUSTAINABLE AGRICULTURE	3	College of Humanities and Sciences	This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.
SUS 350	GREEN BUILDING AND URBAN PLANNING	3	College of Humanities and Sciences	This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.
SUS 370	SUSTAINABLE ECOSYSTEMS	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380	SUSTAINABLE PLANNING AND LAND USE	3	College of Humanities and Sciences	In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.
SUS 385	SUSTAINABLE OCEAN USE	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.
TCH 501	Teaching Methods: Elementary Art	3	College of Education	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	College of Education	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	College of Education	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem- solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	College of Education	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	College of Education	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	College of Education	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	College of Education	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	College of Education	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	College of Education	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 520	TEACHING METHODS	3	College of Education	This course focuses on general methodology to enhance student learning in today's diverse K-12 classrooms. Participants explore instructional planning, instructional strategies, and assessment. This course provides participants with the opportunity to develop and evaluate instructional materials and assessment strategies.
TCH 533	Teaching Methods: Mathematics Assessment	3	College of Education	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	College of Education	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	USING APPS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.

TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	College of Education	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	College of Education	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	College of Education	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student- centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.

TECH 524	Technology Survival for Educators	3	College of Education	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	College of Education	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	College of Education	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	College of Education	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.

TESOL 572	Assessment	3	College of Education	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	College of Education	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	College of Education	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	College of Education	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TEST 105	Test Course Only 105	3.76	School of Continuing Education	Test Course Only 105
TEST 106	Test Course Only	5	School of Continuing Education	
TEST 107	TEST COURSE 23	4	School of Continuing Education	
TEST 888	TEST TITLE	3	Non-College Specific	This course is a study in Java programming. It covers topics around Java building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle Certified Associate Java SE examination.

TEST 998	TEST COURSE 2	4	Non-College Specific	
TIPSWKSP	STUDY GROUP TIPS AND TECHNIQUES	0	Non-College Specific	This is not an actual course. It is entered as a means to schedule a non-academic activity.
TMGT 540	MANAGEMENT OF R&D AND INNOVATION PROCESSES	3	School of Business	This course explores the role of Research & Development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.
TMGT 550	TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY	3	School of Business	This course introduces the student to the concept of multi- national enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilized technology transfer within a global business to meet the goals of the strategic plan.

TMGT 590	APPLICATIONS OF TECHNOLOGY MANAGEMENT	3	School of Business	This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.
TPA 001	SUBJECT SPECIFIC PEDAGOGY	1	College of Education	This course addresses California's Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.
TPA 002	DESIGNING INSTRUCTION	1	College of Education	This course addresses the second task of California's Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.
TPA 100	TPA PLANNING AND INSTRUCTION	1	College of Education	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.

TPA 200	TPA INSTRUCTION AND ASSESSMENT	1	College of Education	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.
VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	College of Information Systems and Technology	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.

VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	DIGITAL DESIGN	3	College of Information Systems and Technology	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.
VCT 330	IMAGE EDITING WITH PHOTOSHOP	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.
VCT 340	WEB DESIGN WITH DREAMWEAVER	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.

VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
VTC 420	MULTIMEDIA DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
WEB 240	WEB DESIGN FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

WEB 401	WEB DEVELOPMENT	3	College of Information Systems and Technology	This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	ADVANCED WEB DEVELOPMENT	3	College of Information Systems and Technology	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	MOBILE COMMERCE	3	College of Information Systems and Technology	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	College of Information Systems and Technology	This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.

WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	College of Humanities and Sciences	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	College of Humanities and Sciences	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	WRITING FOR SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRITELAB	WRITING LAB	0	Non-College Specific	

XCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.
XCOM 200	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
XCOM 225	FOUNDATIONS OF MASS COMMUNICATIONS	3	School of Business	This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.
XCOM 285	ESSENTIALS OF MANAGERIAL COMMUNICATION	3	School of Business	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

XECO 212	PRINCIPLES OF ECONOMICS	3	School of Business	This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.
XMGT 216	ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

2018-2019

UNIVERSITY OF PHOENIX

CENTRAL VALLEY REGION
ACADEMIC CATALOG
Volume 52
July 1, 2018 through June 30, 2019 catalog
With Updates Added:
December 1, 2018
(see addenda pages for a summary of updates added by month)

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

Dr. John G. Sperling

Founder

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Central Valley Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following four metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Bakersfield, CA	$711 - 1,587
Fresno, CA	$769 - 1,584
Hanford - Corcoran, CA	$811 - 1,559
Madera, CA	$771 - 1,609
Visalia - Porterville, CA	$699 - 1,525

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. You can obtain a copy of this report by contacting your designated Campus Safety Coordinator or by accessing the following Web site:

http://www.phoenix.edu/about_us/campus-safety.html.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2018

GENERAL POLICY UPDATES

- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Institutionally Scheduled Breaks section was updated. (see UNIVERSITY POLICIES)
- The Facilities section was updated. (see FACILITIES)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

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

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

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners. Over the last three and a half decades, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass. Today roughly 45 percent of all college students work at least part-time and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

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

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

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

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

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

Accreditation and Affiliations

Regional Accreditation

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

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

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

College of Humanities and Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

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

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and

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technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

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

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

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

Academic Programs

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

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize information from the desktop. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expected to use throughout their academic programs and careers

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

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

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained in the University Library's resources. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

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

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

Electronic Reserve Readings

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

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Find and Research Guides on the library homepage.

- The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
- The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

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

Current Resources of the University Library

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

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

The University's faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

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

Curriculum

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

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

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

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

University of Phoenix College Credit Bearing Course Recommendations

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

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

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

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

Degree Level & Minimum Total Semester Credits:

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

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

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

Learning Teams

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

to collaborate and participate in classroom assignments.

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

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University prior to their start date.

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
  - A noise-cancelling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
  - Public access computers may not permit usage of web cameras.

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

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:.

Operating System

	Minimum	Recommended
Microsoft® Windows	Windows 7	Windows 10 or higher
Apple® Mac OS X	Mac OS X 10.10	Latest Version

Microsoft® Windows may be required for some technology courses.

Web Browser

Windows

Browser	Minimum	Recommended
Google® Chrome	48 or higher	Latest Version
Mozilla®Firefox	45 ESR	Latest Version
Internet Explorer	10 or higher	Latest Version
Microsoft®Edge	38 or higher	Latest Version

Mac OS X

Browser	Minimum	Recommended
Apple®Safari	8 or higher	Latest Version
Google® Chrome	48 or higher	Latest Version
Mozilla®Firefox	45 ESR	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft®Office 2013 or later for a personal computer (PC), Microsoft®Office 2011 or later for a Mac.
- An up to date installation of Adobe®Reader
- An up to date installation of the Adobe®Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings
- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft®Visio
- Microsoft®Project

Please note that much of the software required above can be found in the University Marketplace or the online Microsoft®Office offer for enrolled students.

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix or Blackboard™ mobile apps. Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

The College of Information Systems and Technology

The College of Information Systems and Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

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

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

School of Advanced Studies

The School of Advanced Studies requires doctoral learners to bring a laptop computer that meets the above technology requirements to residencies.

eCampus: Student and Faculty Portal

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

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic

class environment is where assignments are turned in and exams are completed. Each student's eCampus login credentials are unique; students must not share their login credentials with anyone.

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

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

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

Classroom Recording Policy

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

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

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

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

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UNIVERSITY POLICIES

Determining Enrollment at the University

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

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

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

Academically Related Activities

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

- Messages in a course
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

Courses offered in Blackboard:

- Discussion posts in a course (Blackboard "Messages" do not count towards course attendance)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

ARAs will not generate for activities in Audited (AU) courses. Blackboard "Messages" do not count towards course attendance.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2018/2019 award year is December 25, 2018 - January 5, 2019.

For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:

- The Thanksgiving institutionally scheduled break is November 21, 2018-November 25, 2018.

- The University's Mardi Gras institutionally scheduled break (Louisiana campus only) is March 1,2019- March 5, 2019.
- Other observed holiday institutionally scheduled breaks (e.g. Memorial Day, Labor Day, President's Day, etc.): a one week institutionally scheduled break will be placed on a student's record in the event that he/she is enrolled in a course that has been extended at a local campus due to an observed holiday; actual dates of the institutionally schedule break will vary based upon the observed holiday.

Course Attendance Policy

Attendance is mandatory in all university courses. Students satisfy course attendance requirements through the activities listed below:

- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
  - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week
    - Blackboard "Messages" do not count towards course attendance.
  - Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if stu-

dents miss more than the maximum allowed absences. Refer to the chart below:

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

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

Leave of Absence

- Students who need to take a formal break from their program may request a Leave of Absence (LOA). All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.

- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period.
- An LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which he/she took the LOA.
- Student must return on the date designated as the Return Date on his/her LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal Policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).
- Official Withdrawal: Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
- Unofficial Withdrawal: Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
    -For a student with an approved leave of absence, the University will review the student record on or after the original approved return date.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
    -For a student with an approved leave of absence, the DOD is the day after the student's scheduled return date.

- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
- Administrative Withdrawal: Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
- The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
- The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Calendar

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

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

2018-2019 Holiday Calendar

4th of July	July 4, 2018
Labor Day	September 3, 2018
Thanksgiving	November 21, 2018 - November 25, 2018
Winter Break	December 23, 2018 - January 5, 2019
Martin Luther King Jr Day	January 21, 2019
President's Day	February 18, 2019
Good Friday	April 19, 2019
Easter	April 21, 2019
Memorial Day	May 27, 2019

Course Equivalencies

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

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

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

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

When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

The College may also provide course options which are not direct equivalencies to the required course, but which the College has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

The University of Phoenix may be required to cancel courses or programs when necessary. In addition, courses or programs may not begin on their scheduled start dates in the event of certain circumstances, such as faculty unavailability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program if available. Any payments made for cancelled courses will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the Campus Director of Academic Affairs or designated appointee, students may complete Dean approved courses, as available, via Directed Study delivery as outlined below:

- Degree program enrollment: a maximum of twelve (12) completed credits in the program
- Credit bearing certificate program enrollment consisting of four or more courses: a maximum of three (3) completed credits in the program.
- Deployed active duty military students: a maximum of (15) completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

Concurrent Enrollment

Concurrent enrollment is defined as simultaneous enrollment. This refers to enrollment in any two University courses. Students enrolled in courses outside the University are excluded from the definition. Courses will be considered concurrent when start and/

or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit bearing courses concurrently.
- Students enrolled in an Online Associate degree program may not enroll in more than three credit bearing courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students.

Multiple University Credentials

Students may earn multiple credentials from the University of Phoenix. The following policies apply:
- Only one degree in a specific discipline may be earned at each program level (i.e. bachelor and/or graduate); however, students can earn multiple degrees in different disciplines. For purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
  - Graduate degree-seeking students must complete a minimum of 18 credits toward an additional graduate degree. Exceptions are outlined within programmatic policies.
  - Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor degree's required course of study in order to meet residency.
  - Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS). EdS graduates may return to the School of Advanced Studies and earn a doctorate degree.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

A degree or certificate cannot be conferred if all of the required courses were completed prior to the program version's approval and availability in the student's state or jurisdiction.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.
- All undergraduate students may complete a maximum of 45 UOPX credits in a 12 month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12 month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:
- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.
- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social

security numbers.

Letter Request

All student letter request must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center (ARSC) to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the letter is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the letter containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students who are requesting letters of recommendation or nominations regarding scholarships should contact scholarships@phoenix.edu for assistance.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by a member of the Registrar's Office.

Students may call the National Student Clearinghouse at (703)742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The Registrar's Office is the University's designated department to review and route forms requiring a school official's signature. If the Registrar's Office cannot complete a form, the form will be re-routed to the appropriate department for completion.

University of Phoenix cannot comply with or complete certain forms. Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the form is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the form containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

Record Maintenance

University of Phoenix requires students to complete and sign all student-related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of the Campus Director of Academic Affairs or designated appointee, students may register for and audit University courses.

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assign-

ment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. A call/order to active duty includes state-side deployment of active duty military personnel and deployment outside of the country. This does not include National Guard service under authority of State law.

The Military Deployment and Servicemember Readmission policies will also apply to servicemembers and reservists that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all of the following criteria are met:

The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) should give advanced verbal or written notice to Student Services as far in advance as I reasonable under the circumstances of the student's upcoming deployment. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years

The student must give oral or written notice of her intent to return to the school within three years after the completion of the period of service.

- A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to reenroll within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established leave of absence policy and general practices.

A student's eligibility for readmission under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,

2. A dismissal of such person permitted under section 1161(a) of Title 10, USC,

3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided a student meets the readmission criteria, the University must promptly readmit the student to his/her program by assisting the student in enrolling in the next available class or classes in his/her program unless the student requests a later date of readmission or unusual circumstances require the University to admit the student at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not begin attendance because of service in the uniformed services. The student will be considered to be enrolled with the same academic status as long as the University admits the student:

1. To the same program to which he or she was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to admission to a different program.

2. At the same enrollment status that the student last held, unless the student requests or agrees to admission at a different enrollment status.

3. With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.

4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.

5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. However, if the student's veteran's education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school will assess those charges to the student as well. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other stu-

dents in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point he or she left off, the University determines that the student is unable to complete the program, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point he or she left off or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

The University of Phoenix adheres to the Higher Education Opportunity Act (HEOA) to support the educational needs of servicemember students who are deployed.

At the time a student learns he or she will be deployed, students are advised to notify Student Services either orally or in writing. It is recommended that documents sufficient to show the student will be deployed, such as, but not limited to, a copy of the military deployment paperwork or a signed official letter from the commanding officer, be submitted to the student's campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student's file for future reference.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

Students enrolled in a course at the time of deployment are eligible to receive excused absences in accordance with the excused absences policy. Campuses should use discretion and take such action only if the excused absences would benefit the student by allowing the student the opportunity to complete the course instead of being automatically dropped from the course for not meeting the University course attendance requirement.

If the student will be unable to complete the course due to military deployment, the student may drop from the course and receive a full refund of tuition and mandatory fees for the course and a withdrawal "W" grade may be issued.

If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The campus practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

Students scheduled to be deployed for active military duty are advised to contact their campus Financial Representative regarding the status of their account and/or financial aid.

- If documentation is provided at the time of deployment, the campus may place the student in the military forbearance status. The military forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter following deployment, the University's Servicemember Readmission policy will apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, Transient students must have an approved transient student request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to the University of Phoenix who are transferring from closed (or closing) institutions will be allowed exceptions to specific University of Phoenix admission and academic policies if University of Phoenix is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the university:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education credit recommendations
3. National testing program credit earned from:
   a. College Level Examination Program (CLEP®)
   b. Excelsior
   c. Berlitz
   d. National League of Nursing Exams (NLN)
   e. Advanced Placement Examinations (AP)
   f. Defense Language Proficiency Tests (DLPT)
   g. College Level General Education Development (GED)
   h. DSST Exams (previously DANTES and USAFI)
4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University's Colleges, Schools, or Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with International credentials will be placed on an Admissions status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

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Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory may be accepted towards student's degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Lower and upper division credit is transferred as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student's residence.

Specific regulatory requirements regarding credit limit applications are listed in the grid below and apply to residents regardless of modality of study (unless otherwise stated in the grid below). Use this grid for the given states only.

State	Total Credit Awards	Areas Restricted
California Residents (Ground Campuses)	30 for Bachelors Programs 15 for Associate Programs	• National Testing Programs- Including A.C.E. evaluated military or workforce training activities (i.e. StraighterLine) • Portfolio Assessments • Experiential Essays

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student's program.

2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations}) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

California block transfer policy: Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations} or students residing in Arkansas, Nevada, Oregon, Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program

Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

A signed Enrollment/Disclosure Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Credit Transfer

Information regarding criteria used to evaluate the transfer of credits earned at another institution is located at http://www.phoenix.edu/admissions/transfer_information/previous_college_education.html

The University Credit Transfer Policy can be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/credit_transfer_policy.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide academic records, including an official transcript, for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Articulation Agreements

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer-guides.html

Corporate Partnerships

A list of corporations with which University of Phoenix has established credit recommendation guides through corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC

DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at https://gosoced.org/ and https://gosoced.org/search-the-network. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

Nondiscrimination Policy

University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices.

 The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status gender variance, age, ethnicity, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Discrimination Grievance Procedures:

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a grievance should be submitted within six weeks after the alleged incident(s).

2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

 a. All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sex discrimination (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.

 b. The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

3. All other discrimination claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

 a. The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimination and the alleged actions.

 b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:

 i. If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.

 ii. If the accusation is against a student then the Student Code of Conduct procedures apply.

 iii. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

 iv. In the event that the University finds that the discrimination was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

Harassment Policy

The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all campuses, learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, students or third parties which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted advances, sexual or otherwise,
- Requests for favors, sexual or otherwise,
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of favors or submission to requests, sexual or otherwise,
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
- Offensive verbal conduct, including sexually or otherwise explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
- The display of sexually or otherwise offensive pictures, posters, illustrations, or objects,
- Slurs, jokes, or ridicule based on race, ethnicity, national origin, religion, gender, gender identity, sexual orientation or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Grievance Procedures

Students, faculty, or staff alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases, a grievance should be presented within six weeks after the alleged incident(s).

Allegations of sexual harassment must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

- All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sexual harassment (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
- The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

All other harassment claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

- The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
- If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
    - If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
    - If the accusation is against a student then the Student Code of Conduct procedures apply.
    - If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
    - In the event that the University finds that the harassment was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.
- In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Accessibility and Disability Services

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities.

Determination of accommodations and compliance with the ADA and the Rehabilitation Act for students are managed by the University Accessibility and Disability Services Office. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: http://www.phoenix.edu/students/disability-services.html. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K302

Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at http://www.phoenix.edu/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations (RSO).

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested. Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix Template submitted the year prior must be updated including the completed Findings and Action Plan sections.

- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum UOPX Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Multicultural Affairs & Diversity and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as an organization. Exceptions will be made for new organizations with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.

- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization "Types"
- Academic excluding Honor Societies - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- Honor Societies - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies (e.g., Delta Mu Delta) is typically by invitation and criteria-based.
- Professional -Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- Service - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved Recognized Student Organization Recognition "Statuses"
- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Phoenix Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Acceptable Computer Use for Faculty and Student

University computing and communication resources are for approved business and educational purposes consistent with Uni-

versity policies and procedures.
- Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.
- By using University computing and communication resources all users, including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University's computing and communication resources in violation of the foregoing, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and/or laws. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:
- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

Explicitly:
- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how information security personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:
- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:
- If required by applicable local, state, or federal law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:
- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. Therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of

private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to the University Office of Dispute Management or University of Phoenix Information Security.

Office of Dispute Management
4025 S. Riverpoint Parkway, Mail Stop: CF-K301
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

University of Phoenix Information Security
4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

- This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.
- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.

- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

Do Not Call Policies

- Consumers (including students and potential students) who are listed on a state-specific or the federal National Do Not Call Registry may not be called for sales or solicitation purposes unless they have provided consent to the University, or an Established Business Relationship (EBR) exemption exists.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study. (R1)

- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- The University of Phoenix (UOPX) holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of the University are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers' CITI certification must be in place throughout all aspects of the research study. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports
- IRB Review: The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- IRB Research: The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

- IRB Reports: The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies
- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
  - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
  - Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at the University of Phoenix must gain appropriate approvals prior to conducting research.
  All research conducted by any student, faculty, or staff of UOPX is subject to Internal Board Review (IRB) approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects, AND
  - If human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research in or on the University, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.
  The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:
  - samples students, faculty, and staff associated with the University
  - requests that include University records, data, or materials

- Utilizes University-associated systems, websites, and/or tools.

All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to UOPX Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on University of Phoenix Students, Faculty, Staff or Data

- Research studies where University of Phoenix is selected or identifiable as a subject or sample, must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research.
  COR is a university-wide committee run by the Office of Scholarship Support.
- The COR can be found at: https://research.phoenix.edu/content/committee-research Office of Scholarship Support

Minor Children on Campus
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Policy on the Protection of Children for RedFlint Innovation Center

University of Phoenix is committed to maintaining a supportive and safe educational environment, one that seeks to enhance the well-being of all members of the University community and that includes creating a secure environment for children who may participate in University activities or workshops or be present at University facilities or events.

Vaccinations and Immunizations
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Information regarding program admissions requirements, including immunization requirements for designated states, is located at http://www.phoenix.edu/admissions/admission_requirements.html

California 30-Unit Option
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The University offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290.. 4 credits
Anatomy and Physiology I
BIO 291 ~ .... 4 credits
Anatomy and Physiology II
SCI 250 .... 4 credits
Microbiology
HCS 436 .... 3 credits
Pathophysiology
NSG 321 .... 2 credits
Transition to Baccalaureate Nursing
NSG 341 .... 6 credits
Care of the Medical-Surgical Patient
NSG 347 .... 6 credits
Care of the Medical-Surgical Patient II
NSG 436 .... 4 credits
Care of the Maternal-Child Patient
NSG 441 .... 4 credits
Care of the Pediatric Patient
NSG 411 .... 4 credits
Care of the Mental Health Patient
NSG 447 .... 6 credits
Care of the Complex Medical- Surgical Patient
NSG 471 .... 4 credits
Nursing Leadership and Management
NSG 481 .... 2 credits
Influencing Nursing Practice

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CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at http://www.phoenix.edu/campus_locations.html

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility
The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:
- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Regional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. A comprehensive evaluation is scheduled for fall 2018, and the next Reaffirmation of Accreditation is scheduled for 2022-23.

For more information about University of Phoenix accreditations and licensures, please visit
http://www.phoenix.edu/about_us/accreditation.html.

Higher Learning Commission
230 South LaSalle Street, Suite. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://hlcommission.org

State and International Licensures

University of Phoenix is approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.
- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP) from
- Illinois Board of Higher Education
- State of Louisiana Board of Regents
- Michigan Department of Licensing and Regulatory Affairs
- Nevada Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Pennsylvania Department of Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah Division of Consumer Protection
- The State Council of Higher Education for Virginia
- Washington Student Achievement Council

For additional information on state and international licensures visit http://www.phoenix.edu/about_us/accreditation.html

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP)

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Additional Information

A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html.

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration

University of Phoenix
1625 W. Fountainhead Pkwy.
Mail Stop: CF-SX03
Tempe, AZ 85282-2371
800.366.9699

Online

University of Phoenix
1625 W. Fountainhead Pkwy.
Tempe, AZ 85282-2371
866.766.0766

Admissions and Records Service Center

4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
Phoenix, AZ 85040
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at http://www.phoenix.edu/campus-locations.html

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the *Faculty Credentials* section at www.phoenix.edu/faculty. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to http://www.phoenix.edu/campus-locations.html

Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html

Student Borrowing

During the period of time spanning July 1, 2016, through June 30, 2017 53.5% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2014 is 12.8 and the national average is 11.5. The University's loan default rate for Fiscal Year 2013 is 13.3 and the national average is 11.3.

Median Borrowing

The median federal debt of undergraduate borrowers who completed is $32,813. The Federal loan payment over ten years for this amount is approximately $339 per month. Your borrowing may be different.

Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2011-2012 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2017.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2011-2012 cohort year (September 1 - August 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Male	17,042	2,129	12%
Female	43,456	6,463	15%
Nonresident Alien	697	166	24%
Hispanic/ Latino	5,527	995	18%
American Indian/Alaskan Native	569	71	12%
Asian	304	81	27%
Black or African American	16,169	1,711	11%
Native Hawaiian or Other Pacific Islander	263	45	17%
White	20,232	4,222	21%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Two or more races	1,949	268	14%
Race or Ethnicity Unknown	14,788	1,033	7%
Pell Grant Recipients	49,761	6,838	14%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	3,269	771	24%
Students who received neither Pell Grants nor Subsidized Stafford Loans	7,468	983	13%

Excludes 108 students who became deceased after entering the cohort, but before they graduated.

Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree and/or certificate-seeking students from the previous fall who were still enrolled in the next fall.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016)*	4,747

* Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016) still enrolled as of 8/1/2017	1,132
Retention	23.8%

* Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. Table 1 represents all enrolled students from July 1, 2016, through June 30, 2017. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2016, through June 30, 2017, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	222,647	100%
Male	75,672	34%
Female	146,975	66%
Nonresident Alien	3,564	1.6%
Hispanic/Latino	23,360	10.5%
American Indian or Alaskan Native	1,146	0.5%
Asian	3,409	1.5%
Black/African American	44,582	20.0%
Native Hawaiian or Other Pacific Islander	1,554	0.7%
White	60,134	27.0%
Two or more races	5,224	2.4%
Unknown	79,674	35.8%

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Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	80,712	100%
Male	21,558	26.7%
Female	59,154	73.3%
Nonresident Alien	867	1.0%
Hispanic/Latino	9,028	11.2%
American Indian or Alaskan Native	390	0.5%
Asian	735	0.9%
Black/African American	19,359	24.0%
Native Hawaiian or Other Pacific Islander	529	0.7%
White	21,463	26.6%
Two or more races	2,339	2.9%
Unknown	26,002	32.2%

Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2016 to June 30, 2017). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2016, to June 30, 2017 timeframe.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 11% of students who completed a bachelor's degree from University of Phoenix between July 1, 2016, to June 30, 2017, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

• Master of Business Administration
• Master of Science in Psychology
• Master of Management
• Master of Health Administration
• Master of Science/Administration of Justice and Security

The data is derived from the IPEDS Completions Survey (July 1, 2016 to June 30, 2017 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 17 to Oct. 31, 2017 data).

Alumni Attending Graduate School

Fifty-five percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 55%, 19% are currently pursuing a graduate degree at University of Phoenix. Forty-three percent of University of Phoenix master program grad-uates indicated they are attending or planned to attend a doctoral-level program. Of this 43%, 10% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program grad-uates indicated they are attending or planned to attend a master-level program. Of this 65%, 24% are currently pursuing a master's degree at University of Phoenix.

This data is derived from the 2014 Academic Alumni Questionnaire distributed to alumni who graduated from September 1, 2011 to August 31, 2013. Bachelors graduate responses: 6,704, a response rate of 7.96% Masters graduate responses: 5,729, a response rate of 13.29%

Working Alumni

Based on responses from the Alumni Association's 2015 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,506 respondents:

University of Phoenix Alumni Occupation*

Engineer/Architect (including technology)	2%
Finance/Accountant	5%
Teacher/Educator/Education Administrator	10%

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Sales/Marketing Representative	4%
Registered Nurse/Other Nursing Professional	6%
Executive/Manager/Administrator	9%
Operations/Production	6%
Technician/Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records/Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2014-2015

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2014–2015:

Arizona

Professional knowledge — Elementary: 99%
Professional knowledge — Secondary: 98%
Professional knowledge — Early Childhood: Less than 10 candidates, score not provided
Aggregate professional knowledge: 98.5%
Aggregate content areas: 94%
Special populations: 91%

California

California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 80%
Aggregate content areas: 96%
Other academic content areas: 100%

Colorado

Aggregate academic content areas: 100%
Other academic content areas: 100%
Special populations: Less than 10 candidates, score not provided

Hawaii

Aggregate basic skills: 98%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Indiana

Aggregate basic skills: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Nevada

Aggregate basic skills: 97%
Aggregate academic content areas: 100%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate teaching special education: Less than 10 candidates, score not provided

New Mexico

Aggregate basic skills: 100%
Teacher competency — Elementary: 92%
Teacher competency — Secondary: Less than 10 candidates, score not provided
Aggregate teacher competency: 92%
Aggregate academic content areas: 100%

Oregon

Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided
Aggregate basic skills: Less than 10 candidates, score not provided

Texas

Aggregate professional knowledge: 91%

Utah

Aggregate academic content areas: 100%
Aggregate teaching special populations: Less than 10 candidates, score not provided

Program Information for Academic Year 2014–2015

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students enrolled	7,462	189	1,310	136	72	64	127	300	3	56	95

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students in student teaching	779	18	147	18	12	24	92	32	9	14	24
Number of supervising faculty including part- and full-time	473	14	76	15	6	24	13	20	4	11	21
Student-to-faculty ratio for student teaching	2:1	1:1	2:1	1:1	2:1	1:1	7:1	2:1	2:1	1:1	1:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	14	13	15	12	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://fafsa.gov. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state

Please refer to the Academic Catalog for state- and/or program-specific information at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

In addition to the FAFSA, the following forms may be completed during the federal financial aid process:

• Federal Direct Loan Master Promissory Note (MPN)

• Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Statement of Educational Purpose

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education,* (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting on a federal student loan, and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

The parent or student signing the FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or that are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student

signs any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or other credential, that person certifies that he or she is the person identified by the PIN, username and password, and/or other credential and has not disclosed that PIN, username and password, and/or other credential to anyone else. If the parent or student purposely gives false or misleading information, he or she may be fined up to $20,000, sent to prison or both.

* Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
  - Not be in default on a federal student loan and do not owe a federal grant overpayment
- Must have a high school diploma or its equivalency

For additional eligibility requirements, visit: http://studentaid.ed.gov/eligibility/basic-criteria and review the Student/Parent Eligibility Policy in the Financial Aid Policies appendix.

Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell

For additional information on how the University calculates and awards Pell Grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/FSEOG

For additional information on how the University defines its selection criteria and packaging philosophy for awarding FSEOG consistently to all eligible students, please review the Campus-Based Programs Policy in the Financial Aid Policies appendix.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant.

For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service

For additional information on how the University calculates and awards IASG grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

State Grant/Aid Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation. Where work or other requirements are included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirements.

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. -

see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
https://highered.az.gov
Leveraging Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

OHIO

Ohio Higher Ed
http://www.ohiohighered.org/

Ohio College Opportunity Grant Program
Tamika Braswell
614.728.8862
https://www.ohiohighered.org/ocog

Ohio War Orphans Scholarship
Amber Brady
614.752.9528
https://www.ohiohighered.org/ohio-war-orphans

VERMONT

Vermont Student Assistance Corp (VSAC)

888.307.8722 | Burlington area 654.3765
https://vsac.org/services

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
https://www.vsac.org/about/our-outreach-programs/gear-up

Vermont Incentive Grant Program
https://www.vsac.org/pay/student-aid-options/grants

Institutional Grant Programs

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. Various institutional grants are offered throughout the year. For a complete list of current institutional grant offerings, please visit http://www.phoenix.edu/institutionalgrants

Scholarships

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with organizations to promote scholarship programs. These scholarships are available to potential students or alumni. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html.

External scholarships are available to the general public, which may include University of Phoenix students.

A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. The CSE evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans

Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's edu-

cational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit https://studentloans.gov/myDirectLoan/directSubsidizedLoanTimeLimitation.action.

Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn, and the Direct Loan Disclosure Statement.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/dlrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit https://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit http://www.studentaid.ed.gov/types/loans/plus

For additional information on the application process for obtaining

a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=gradPlusMpn

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 **Freshman**	$5,500 - No more than $3,500 of this amount can be subsidized loan	$9,500 - No more than $3,500 of this amount can be subsidized loan	$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 **Sophomore**	$6,500 - No more than $4,500 of this amount can be subsidized loan	$10,500 - No more than $4,500 of this amount can be subsidized loan	
3 & 4 **Junior and Senior**	$7,500 - No more than $5,500 of this amount can be subsidized loan	$12,500 - No more than $5,500 of this amount can be subsidized loan	
Maximum total loan debt (aggregate loan limits)	$31,000 -No more than $23,000 of this amount may be in subsidized loans.	$57,500 -No more than $23,000 of this amount may be in subsidized loans	$138,500 -No more than $65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs — Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

* Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit http://studentaid.ed.gov/types/loans/interest-rates

Interest Rate Cap for Military Members

During military service, students who qualify under the Service-

members Civil Relief Act may be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at http://www.nslds.ed.gov/

Private Student Loans

Understand your rights and responsibilities when considering private loan options. Clear and
accurate information can help you make informed choices, so you borrow only what you need and
can reasonably repay.

The University encourages that all federal and state financial aid options are exhausted before private loans be considered. Private loans are made through third-party lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Private loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit

http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts
and any other resources received.

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at http://www.finaid.org/loans/privateloan.phtml

For additional information, please review the Private Loans Policy in the Financial Aid Policies appendix.

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy for further information.

Verification

A federal financial aid student may be chosen to participate in the verification process by the U.S. Department of Education Central Processing System. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification.

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications.

If a student is selected for verification, the University will request the student provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Documentation of high school completion
- Government-issued photo identification
  - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process.

A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the Univer-

sity. If verification documents are not received within this time-frame, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline or 120 days after the last day of the student's enrollment, whichever is earlier.

For additional information on the different verification groups and types of documents acceptable to complete the verification process, please review the Verification Policy of Financial Aid Policies appendix.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's current COA per college. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

College of Education

Cost of Attendance Components	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,288.00	$9,290.00	$9,460.00	$12,144.00	$12,936.00
rEsource Fees	$1,359.00	$1,360.00	$1,360.00	$1,560.00	$1,560.00
Living Expense and Loan Fees*	$7,110.00	$7,900.00	$7,920.00	$9,540.00	$9,540.00
Room and Board	$4,635.00	$5,150.00	$5,150.00	$6,180.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,430.00	$2,700.00	$2,700.00	$3,240.00	$3,240.00
Loan Fees	$45.00	$50.00	$70.00	$120.00	$120.00
Annual COA	$17,757.00	$18,550.00	$18,740.00	$23,244.00	$24,036.00

1The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 24 credits*

College of Health Professions

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

College of Humanities and Sciences

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate***	Master's Degree
Tuition	$8,145.00	$9,333.00	$9,340.00	$9,360.00	$8,376.00	$15,936.00
rEsource Fees	$1,188.00	$1,359.00	$1,360.00	$1,360.00	$780.00	$1,560.00
Living Expense and Loan Fees*	$7,101.00	$7,110.00	$7,900.00	$7,920.00	$4,770.00	$9,540.00
Room and Board	$4,635.00	$4,635.00	$5,150.00	$5,150.00	$3,090.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,430.00	$2,430.00	$2,700.00	$2,700.00	$1,620.00	$3,240.00
Loan Fees	$36.00	$45.00	$50.00	$70.00	$60.00	$120.00
Annual COA	$16,434.00	$17,802.00	$18,600.00	$18,640.00	$13,926.00	$27,036.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*
***The figures provided for certificate programs are illustrative and based on 12 credits*

College of Information Systems and Technology

University of Phoenix, 2018-2019

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,096.00	$9,432.00	$9,430	$9,310.00	$12,474.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,432.00	$17,901.00	$18,690.00	$18,590.00	$20,799.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits

School of Business

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,072.00	$9,459.00	$9,460.00	$9,380.00	$12,528.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,408.00	$17,928.00	$18,720.00	$18,660.00	$20,853.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits.

School of Nursing

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Health Services Administration

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00

Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

School of Advanced Studies

Cost of Attendance Components	Doctoral Degree
Tuition	$19,320.00
rEsource Fees	$1,644.00
Living Expense and Loan Fees*	$9,516.00
Room and Board	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$3,240.00
Loan Fees	
	$96.00
Annual COA	$30,480

* The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	24-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible.

Examples of conflicting information may include, but are not limited to, the following:

- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status
- Citizenship status

Other Resources

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student's cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and state grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: Adjustments to tuition due to an approved leave of absence, early payment discounts and cash payments made by the student will not count as other resources.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives additional other resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Satisfactory Academic Progress (SAP) for DVA Education Benefits

To receive Department of Veterans Affairs (DVA) education benefits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive DVA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for DVA education benefits.

Federal Financial Aid Satisfactory Academic Progress Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

GRADE POINT AVERAGE

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of

study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are *excluded* from the qualitative computation:
- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)* (provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)**
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

The IX grade is only given to eligible students who require special accommodations (Americans with Disabilities Act) and provides additional time to complete a course. Faculty may select a completion date ranging from 5 to 15 weeks. The IX grade will default to an F grade when the course exceeds the completion date.
**QC grade (effective for classes in progress 9/9/2006): No grade was issued. No credits awarded. A QC is awarded in the following instances:*
- *This grade may be used for zero-credit courses once the attendance requirement has been satisfied.*
- *A QC grade may automatically post for certain doctoral and counseling courses when the IP period expires and*
- *no formal grade has been submitted.*
- *A QC grade is not calculated into the GPA.*
- *This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.*
- *The QC grade is available using a drop-down menu on eCampus.*

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

MAXIMUM TIMEFRAME

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

PACE OF COMPLETION

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

INCLUDED IN PACE OF COMPLETION

The following are included as attempted in the pace of completion calculation:
- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades: A, B, C, D and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

EVALUATION

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

FINANCIAL AID WARNING

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

FINANCIAL AID DISQUALIFICATION

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

FINANCIAL AID PROBATION

Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to maintain federal financial aid eligibility.

STUDENT NOTIFICATION

The University will notify students at any point during their enroll-

ment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

REGAINING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

MAXIMUM TIMEFRAME

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

TRANSFER CREDITS-QUALITATIVE

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. There-

fore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

TRANSFER CREDITS-QUANTITATIVE

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

PROGRAM CHANGES

Students who change programs at the University are re-evaluated to determine which credits apply to the new program.

The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

REPEAT COURSES

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

CONCURRENT ENROLLMENT

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary program's GPA.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis.

Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

A student should contact Student Financial Services if interested in submitting a professional judgment request.

Note: The University will complete verification before exercising professional judgment for students who have been selected for verification.

For additional information, please refer to the Professional Judgement Policy in the Financial Aid Policies appendix.

Leave of Absence

Purpose

The University must have a written formal leave of absence (LOA) policy. The University and students must comply with the stated policy as well as governing regulations when requesting, approving and processing LOAs.

Policy

This policy is applicable to all students enrolled in degree programs at University of Phoenix.

If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence.

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University's LOA Policy when requesting an LOA, by providing (on or before the start date of the LOA) a written, signed and dated request, including the reason for the LOA, to Student Financial Services. All requests will be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reasonable amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

HEROES Act

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved. Affected students include those who:

- Are serving on active duty during a war or other military operation, or national emergency
- Are performing qualifying National Guard duty during a war or other military operation, or national emergency
- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

The University will document the decision for granting an approved LOA to an affected student if that student has difficulty providing a written LOA request because of affected status. The documentation will include both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing. For additional information, students should contact their Finance Advisor.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the student returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e., course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates requested by the student and may adjust those dates based on ARAs, classes scheduled, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to Student Financial Services. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs

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separated by an institutionally scheduled break.

Disbursements During an LOA

The University may disburse Pell, IASG and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the effect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If upon a student's return from an approved LOA a student begins a new program, the student is not meeting the LOA requirement of returning to the program the student was enrolled in prior to taking the LOA. Therefore, in these scenarios, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/ Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Program Changes Policy and Re-Entry Policy for further information)

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar

days after the program of study academic year begins.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	**30 days** after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	**7 days** after the academic year start date or 7 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements
Private Loans	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements

For additional information on student eligibility for standard, late, and post withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable

charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University, may, at its discretion, provide a student access to his/her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with Finance.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt

- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans.

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions
- A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at http://www.direct.ed.gov/pubs/exitcounselguide.pdf

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf

Federal Teacher Education Assistance for College and Higher Education Grant Counseling

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at https://studentloans.gov/myDirectLoan/launchTeach.action

Within 30 days of learning a TEACH Grant recipient is no longer in attendance, a letter is sent to the recipient advising him or her of the exit counseling requirement. This letter includes an attachment that can be found at https://static.studentloans.gov/images/teachExitCounselingGuide.pdf

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)

A student who is registered and attending classes at the University can postpone making payments on federal student loans from previous colleges by requesting a deferment from the loan holder or servicer. Return all deferment forms to Student Financial Services, who forwards the forms to the Registrar's Office for processing. The loan holder or servicer makes the final determination to grant a deferment request.

Students receiving federal student loans may also obtain deferments for several reasons including serving in the Peace Corps, under the Domestic Volunteer Service Act and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance

Loan Payment Calculator

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. The Repayment Estimator at https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action allows students to estimate their payment under all available repayment plans

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Sample Standard Repayment Calculator Detail

Loan Amount	$12,000
Interest Rate	6.80%

Repayment Summary

Months in Repayment	120
Monthly Payment	$138
Total Interest Payment	$4,572
Total Loan Payment	**$16,572**

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay.

Graduated Repayment Detail - 120 months starting at a payment of $80 and a final monthly payment amount of $239. Total interest paid would be $5,832, for a total of $17,832.

Extended Repayment - Only available for loan amounts greater than $30,000

Payment amounts under the Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans

- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available.

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)

Detailed information on these options is available at http://studentaid.ed.gov/repay-loans/forgiveness-cancellation

Military Benefits

Veterans Educational Benefits

Students who are entitled to Federal VA education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for Federal VA education benefits.

Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U S Department of Veterans Affairs (DVA)

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use Federal VA educational benefits for a specific program at an institution should confirm the program is eligible for Federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the DVA can determine eligi-

bility.. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review http://www.gibill.va.gov

If the DVA determines that the student is not eligible for Federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact Federal VA education benefits for the current course as well as the availability of Federal VA educational benefits in future courses. Please contact your Academic Advisor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base. University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans' benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, http://www.gibill.va.gov, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay Federal VA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Military Tuition Assistance

To obtain federal military tuition assistance, visit your education or Navy College Office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request; for more information, visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

A student can currently receive 100% of federal tuition assistance from military service, with a $250 cap per semester hour, and a $4,500 annual limit. If a student wants to apply for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve service members who earned Chapter 30 benefits while on Active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill®website http://www.benefits.va.gov/gibill/tuition_assistance.asp.

Readmission of Servicemembers

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University's Military Division verifying that the student's absence from the University was necessitated by service in the uniformed services.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student's eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student's deployment paperwork or a letter from the commanding officer that includes the student's dates of service.

Exception: The University may not delay or attempt to avoid readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

- The student submits verbal or written notification of intent to re-enroll.

Note: If the student's last date of attendance with the University is more than 365 days in the past, the student must complete an updated admissions application and Enrollment Agreement in accordance with the University re-entry policy. The Military Division should then submit these completed documents along with the servicemember's readmission form. The student may remain in the original program/version without appeal, provided the cumulative length of absence does not exceed five years and that the program has not been expired.

A student's eligibility for readmission under this section by reason of such student's service in the armed services terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, or
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, or
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC

Note: If the student does not submit a notification of intent to re-enroll within the time limits, the student is subject to the University-established leave of absence policy and general practices.

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Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

Students out for a period of more than one year, with current, active or prior military experience in the Army, Coast Guard, Marine Corps and Navy are covered under the Servicemembers Opportunity Colleges (SOC) guidelines, and therefore will be permitted to continue in their original program/version of study. These students are required to complete all degree requirements within the graduation deadline period. Students are granted five (5) years to complete an associate degree and seven (7) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete his or her degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Note: A student with a SOC agreement who changes program, major or concentration is required to update to the most current program/version offered in his or her state or jurisdiction. A new SOC agreement will be created for the student when the student is admitted to the new program/version, and the student will be given a new five (5) year (associate) or seven (7) year (undergraduate) timeframe in which to complete the degree.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and electronic course materials fees are paid whether in attendance or not Students can access account balances and student account information under the account tab on the student website When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process The student may receive a refund or may owe payment to the University depending upon the student's account balance.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course Tuition and all applicable fees for each course must be paid according to the terms of the primary financial option indicated   in the student's Financial Plan located on the student website. Students will not be allowed to attend courses if a payment is due, or if paperwork is required. All necessary paperwork or payment arrangements must be resolved prior to the course deadline. Students are also required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys' fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student's stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. A student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State Tax

Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact Student Financial Services for the current list of states requiring tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

For instances in which a student may qualify for multiple tuition discounts, the discount that provides the greatest benefit to the student will be applied to the tuition amount.

General Refund Policy

A tuition refund may be granted to those who qualify, based on the state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other fees are nonrefundable, unless prohibited by law.

Payment Policies

Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

<div align="center">

The University of Phoenix, Inc.

Dept 880175

P.O. Box 29650

Phoenix, AZ 85038-9650

</div>

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Returned Check Fees

Returned checks will result in an additional processing fee of $25, unless prohibited by law.

Late Payment Fees

Payments must be made in accordance to the selected finance plan. If tuition payment is not received within the terms and conditions of the selected finance plan, fees up to $25 will be assessed to the student account, unless otherwise restricted by law. Late fees are due immediately upon invoice.

Notice

The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report.

If payment for tuition and electronic course materials fees is not received in accordance with the Student Responsibility to Pay Agreement the student may be withdrawn from the program and official transcripts withheld.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www phoenix edu/ tuition_and_financial_options/tuition_and_fees html or contact a Finance Advisor with any questions regarding financial options and scholarships

Cash Plan

The Cash Plan is available to students who will be using e-check or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period and is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and electronic course materials fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U S Department of Veterans Affairs or U S Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available for students who receive Tribal education benefits or whose employer is approved by the University for Direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Tribal Nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix edu

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/third_party_ billing.html

Withdrawing from the University

Circumstances may necessitate withdrawal from the University For further information on officially, unofficially, or administratively withdrawing from the University, please see the University's Withdrawal Policy.

Return of Title IV Policy

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund.

The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.*

Here are a few examples of common course lengths:

Weeks Attended	Refund for 5-Week Course	Refund for 6-Week Course	Refund for 7-Week Course	Refund for 9-Week Course
1 Week	80% Refund	83% Refund	86% Refund	89% Refund
2 Weeks	60% Refund	67% Refund	71% Refund	78% Refund
3 Weeks	40% Refund	50% Refund	57% Refund	67% Refund
4 Weeks	No Refund	No Refund	43% Refund	56% Refund
5 Weeks			No Refund	44% Refund
6 Weeks				No Refund

* Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.

b.If a student withdraws from a course TA funds received by the University will be returned on a pro-rata basis based upon the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro-rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Attendance for 5 week course

Attend 1 Week - 80% Returned

Attend 2 Weeks - 60% Returned

Attend 3 Weeks - 40% Returned

Attend 4 Weeks - No Return

Attendance for 6 week course

Attend 1 Week - 83% Returned

Attend 2 Weeks - 67% Returned

Attend 3 Weeks - 50% Returned

Attend 4 Weeks - No Return

Attendance for 9 week course

Attend 1 Week - 89% Returned

Attend 2 Weeks - 78% Returned

Attend 3 Weeks - 67% Returned

Attend 4 Weeks - 56% Returned

Attend 5 Weeks - 44% Returned

Attend 5 Weeks - No Return

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or Service.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below:
  - Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):
    University of Phoenix
    3110 E. Guasti Road
    Ontario, CA 91761
  - Refund administrative address for California residents attending Online:
    University of Phoenix
    4035 S. Riverpoint Pkwy.
    Phoenix, AZ 85040

Florida

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- The University will retain $45 of the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period.
- Refunds will be paid within 30 days of a student's official withdrawal.

Georgia

Students in Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student's official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

Louisiana

Students in the state of Louisiana will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is nonrefundable.
- Refunds will be paid within 30 days of a student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or $150, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person that paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his or her enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

New Mexico

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.

- If a student withdraws following the expiration of the three-day cancellation period, but prior to the first class, the University may retain up to $200.
- Following the beginning of the first class, refunds will be provided according to the University Institutional Refund Policy.
- Refunds must be made within 30 calendar days of the University's receipt of written notice of withdrawal or the University's termination of the student's enrollment, whichever is earlier.

Virginia

Students in the state of Virginia have three business days, excluding weekends and holidays, during which enrollment may be cancelled without financial obligation other than a nonrefundable fee not to exceed $100 for expenses related to processing the student's enrollment.

Online

The refund policy of the state where online students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution

- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
  Exception: The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address or work telephone number

- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

* Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.
** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Nelnet Scholarship Management, Aptimus, Protiviti, ACS, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Cenveo, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education, TK20, College Board, Loan Science, Civitas and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities

- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.
- A school official is defined as:
  - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
  - A person employed by or under contract to the University to perform a task.
  - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
  - Performing a task specified in his or her job description or contract.
  - Performing a task related to a student's education.
  - Providing a service or benefit related to a student or a student's family.
  - Representing a school in which a student seeks to enroll.
  - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
  - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.

- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
- Performing studies on behalf of educational institutions.
- Disclosing information to accrediting organizations carrying out their function.
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Office of Admissions & Records will respond to students' requests to review their records within 14 days from receipt of the request. Students

should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information.

A student's request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in viola-

tion of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:
- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
- (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel,
- which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied

(For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:
- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Gainful Employment Disclosures

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program Each program home page is linked to gainful employment information specific to that program For more information about gainful employment disclosures for active open enrollment programs, visit http://www.phoenix.edu/programs/gainful-employment.html. For more information about gainful employment disclosures for closed for enrollment, retired programs, visit http://www.phoenix.edu/programs/gainful-employment/retired-programs.html

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates

and maintains uniform student loan practices that focus on the best interest of student borrowers.

It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_-financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at http://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

This policy applies to website visitors, current and potential students, alumni and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain Sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively "Additional Policies").

Information Collected

We collect various types of information through our Sites and other websites where you can express interest in our services, through

our mobile applications, over the phone and in person where print materials and digital technology may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including Social Networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

Information Uses

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:

- To determine your admissibility and to register you for your selected educational programs
- To contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve student retention, site and service performance, user experience and delivery
- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- For external academic research and scholarship
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods
- To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html

- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you've opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

Under California's Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Office.ComplianceUOPX@phoenix.edu

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

Other Collection, Use and Disclosure

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

Other Important Information

We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the "Students' Rights to Privacy and Access to Educational Records" policy, visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

<div align="center">

Mail: University of Phoenix
Attn: Registrar's Office
4025 S Riverpoint Parkway
Mail Stop: CF-L201
Phoenix, AZ 85040
</div>

Admissions and Records Service Center: 800.866.3919

University of Phoenix may update this policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at http://www.phoenix.edu/copyright-legal/privacy_policy.html

How to Contact Us or Access Your Information

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or

<div align="center">

University of Phoenix
Attn: Ethics and Compliance
4025 S. Riverpoint Pkway
Phoenix, AZ 85040
</div>

Contact Information for Filing Complaints

Students wishing to file a complaint may contact the University's Office of Dispute Management. Local students also have the option to file a complaint directly with the designated state regulatory agency in the state in which they reside. Please note many states require students to exhaust the institution's internal complaint policy before filing one with their agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (http://nc-sara.org). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process. SARA complaints must first be submitted internally for resolution through the University's Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (http://azsara.arizona.edu).

Online students should file external complaints with the Arizona State Board for Private Postsecondary Education

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, telephone 602.542.5709, website address: www.ppse.az.gov.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

Colorado: The student may contact the Colorado Department of Higher Education, Office of Private Postsecondary Education, 1560 Broadway Road, Suite 1600, Denver, CO 80202; telephone 303.862.3001.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; telephone 770 414 3300, website: https://gnpec.georgia.gov/webform/gnpec-student-complaint-form

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Illinois: The student may contact the Illinois Board of Higher Education, 1 North Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377; telephone 217.782.2551, website: www.ibhe.org. http://complaints.ibhe.org

Louisiana: The student may contact the Louisiana Board of Regents, 1201 N. Third St., Suite 6-200 Baton Rouge, LA 70802; telephone 225.342.4253. Proprietary Schools 225.342.7084.

Michigan: The student may contact the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, P.O. Box 30018,Lansing, MI 48909; telephone 517.241.9221.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330. Website: cpe.nv.gov

New Jersey: The student may contact the Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, Trenton, NJ 08625-0542; telephone 609.984.3738.

New Mexico: The student may contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505.476.8409.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27514; telephone 919.962.1000.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone 717.783.8228.

Tennessee: The student may contact the State of Tennessee Higher Education Commission, Parkway Towers, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830; telephone 615.741.5293.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84114-6704; telephone 801.530.6601.

Virginia: The student may contact the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Building, Richmond, VA 23219; telephone 804.225.2600.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.

Washington DC: The student may contact the Government of the District of Columbia Education Licensure Commission, 1050 First Street, NE, Washington, DC 20002; telephone 202.727.6436.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works
- Copyright law provides the owner of a copyright the exclusive right to do the following:
- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites: The U.S. Copyright Office: http://www.copyright.gov

The Electronic Frontier Foundation fair use frequently questions Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important You should be careful not to download and share copyrighted works with others

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

https://www.riaa.com/resources-learning/for-students-educators/

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

The University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes Voter Registration information available at the campuses. The National Mail Voter Registration Form can also be used to register U.S. citizens to vote, to update registration information due to

a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Annual Security Report

The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, the Campus Safety Policies and Campus Crime Statistics for the last three years.

Visit http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drugs prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.htmlto access a PDF file of the University of Phoenix Campus Safety Policies.

Campus Crime Statistics

The Clery Act delineates the offenses which need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to 1) a campus security authority (CSA),

regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official and 2) local law enforcement (collected by the CSA through an information request) over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 and repeated in the U.S. Department of Education's Clery Act regulations.

- Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Rape, Fondling, Incest, Statutory Rape, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft and Arson.
- Hate Crimes - Any of the above-mentioned offenses (excluding Manslaughter by Negligence), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias.
- VAWA Offenses - Any incidents of Domestic Violence, Dating Violence and Stalking.
- Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc. Law Violations, Drug Abuse Violations and Liquor Law Violations.

In addition, the following Kentucky Minger Act offenses (non-Clery Act statistics) are separately provided for the Louisville Campus in the University of Phoenix Annual Security Report:

- Menacing; Reckless Homicide; Terroristic Threatening/Intimidation; and Wanton Endangerment.

Specific campus location statistics are available electronically in the Annual Security Report at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report pdf or by requesting a paper copy of the report from campus security authority (Contact information can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the campus security authority at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com and http://nsopw.gov/. You can search by city, county or ZIP code. This information is collected by other agencies, and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Clery Act and for campus

safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Florida Sexual Predator and Sexual Offender Registry

The University of Phoenix Campus Safety website at http://www.phoenix.edu/about_us/campus-safety.html provides a link to the Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website at http://offender.fdle.state.fl.us/offender/homepage.do and toll-free telephone number, 888 357 7332 (for TTY accessibility, dial 877 414 7234) These give access to Florida sexual predator and sexual offender public information, including a database to search for offenders employed or enrolled at Florida universities

Emergency Mass Notification Policy

Apollo Education Group (Apollo) and University of Phoenix (UOPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo and UOPX to contact or send notices, alerts or warnings without delay to employees, faculty and students in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities.

The Emergency Mass Notification Policy applies to all employees, faculty and students of UOPX in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

The policy can be viewed in its entirety in the Campus Safety Policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf or by requesting a printed copy from your local campus.

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts to receive all reports relating to crime at University locations. A current list of Campus Security Authority contacts can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use, Underage Drinking, and other

Violations of Alcohol and other Drug-Related Policies

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If any individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a "zero tolerance" policy regarding underage drinking.

Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state or local laws will be enforced.

Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Institutional Sanctions for Alcohol and Drug Violations

Any member of the University community found possessing or selling illegal drugs on University property which includes attending class and meeting with campus personnel or in violation of the institution's alcohol policies while on campus shall be subject to discipline on a case-by-case basis

Discipline will be based on the seriousness of the situation:

- A case may result in dismissal from the University
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol
- Additional state penalties and sanctions may also apply

The University has adopted a zero-tolerance policy regarding alcohol and drug violations

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period,

unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

The student may regain eligibility the day after the period of ineligibility ends.

If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive.

It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

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APPENDIX- FINANCIAL AID POLICIES
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Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined aca-demic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be com-pleting 24 credits in 39 weeks; however, the academic year defini-tion is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subse-quent course.

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This scenario is rare, but most commonly occurs when a student starts with the University after recently attending a different institution or when the student completes a prior program at the University and begins another program. Students in these scenarios need to work with their finance advisor to determine if they have overlapping aca-demic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges Student nor par-ent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University

Policy

Allowable Charges

The University defines allowable charges as charges assessed by the University for the current payment period for the following:

- Tuition (including tuition for directed study and state sales tax) and mandatory institutional fees
  - Electronic course materials fees and books (rEsource Fee)
    -By using the ED MAP Book Voucher, the student is considered to have authorized the use of federal financial aid funds for books and is not required to provide any additional authorization If the student chooses not to use the book voucher, the authorization is no longer valid
- California Student Tuition Recovery Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior year, the Univer-sity will use current-year Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to any prior-year allowable charge (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Campus-Based Programs Policy

Overview

The Campus Based Policy defines the University's selection criteria and packaging philosophy for awarding cam-pus-based funds con-sistently to all eligible students.

Policy

The University participates in one of the three campus-based pro-grams, the Federal Supplemental Educational Opportunity Grant (FSEOG) Program. The University will make FSEOG funds reason-ably accessible to all eligible stu-dents, to the extent of available funds. Furthermore, it will not exclude from consideration any one particular type or category of student.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The following represents selection criteria and procedures for determining which students may be awarded FSEOG funds. These selection procedures are uniformly applied.

First Selection Group

- Undergraduate students who have not earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and credential level) during the same award year in which the campus-based funding will be disbursed

- Students with an EFC** of zero and exceptional need are reviewed for funding under the following formula:

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
 = Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

***The University will use the EFC from the same award year for the Direct loan and campus-based programs*

After the University has determined a student's need, the University determines the student's eligibility.

The University first awards all funds to students meeting the conditions of the first selection group. When all stu-dents in the first selection group are awarded and disbursed FSEOG program funds, the University will determine if students in the second selection group can be awarded.

Second Selection Group

- Undergraduate students who have not yet earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and undergraduate standing) during the same award year in which the campus-based funding will be disbursed
- Students with exceptional financial need (defined as students with the lowest EFCs who are not receiving Pell Grants). This group also includes students who have exceeded their Pell LEU.

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
 = Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

The University keeps documentation of the eligible EFC calculated for the student and confirms Pell Grant eligibility prior to disbursement of the FSEOG. If the FSEOG recipient does not receive Pell Grant funds during the award year, but the documentation shows that the FSEOG award and disbursement were made in good faith, the University is not required to recover the FSEOG funds already disbursed to the student. If the student loses Pell Grant eligibility prior to disbursement of the FSEOG, the University will cancel the FSEOG award.

FSEOG and Pell Lifetime Eligibility Used

If a student receives a Pell Grant for only one payment period of an award year due to reaching the Pell lifetime eligibility (LEU), the student may still receive an FSEOG award for both payment periods in the award year (Refer to the Federal Pell Grant/IASG Policy for further information on Pell LEU). If the student has met or exceeded the Pell LEU, the student does not fall under the first selection group criteria above and is not eligible for any FSEOG awards in the award year. However, if funds remain after the first selection group has been paid; the student may be eligible for FSEOG under the second selection group criteria.

Establishing Categories of Students

The University specifies categories of students to ensure students

in each category have an opportunity to be award-ed FSEOG funds. Categories may be based on class standing, enrollment status, program, date of application, or a combination of factors. The University's written selection procedures ensure that FSEOG recipients are selected based on the lowest EFC and Pell Grant priority requirements over the entire award year. As students are awarded for the federal award year daily, FSEOG funds are reserved for use throughout the award year (on the basis of the University's experience from previous periods), and selection practices are applied in a manner that assures a reasonable consistency over the entire award year. Each year the University reviews prior award year data to determine the appropriate award amounts and allocations to ensure reasonable availability of funds throughout the award year.

Annual Award Amounts

The annual award for each student may be up to $500, depending on availability and student eligibility. The mini-mum FSEOG amount is $100. The award amount is disbursed equally in two payment periods within the academic year. However, if the student is an advancing student finishing out a prior academic year or a student who is in a remaining period of study that is not a full academic year where the remainder of the program or academic year is equal to or less than half of an academic year, the FSEOG payment may be made in one disbursement.

FSEOG is not prorated for graduating students with less than a full academic year remaining or for programs that are less than a full academic year.

Crossover Periods

Crossover periods are payment, award, or loan periods that overlap two award years. If a student is receiving a Pell Grant during a payment period that occurs in two award years and the student is among those with the lowest EFC, the student satisfies the FSEOG first selection group requirements for the same crossover period regardless of which award year the Pell Grant funds are attributed. A student can also receive FSEOG funds under the first selection group requirements during a crossover payment period, from either award year allocation, as long as the stu-dent also receives a Pell Grant in the award year to which the crossover payment period is attributed.

If the second payment period of an academic year starts before July 1 and the University awarded FSEOG using the first award year's allocation, the University will disburse those funds up until the September Federal Register dead-line as long as the student is eligible for those funds.

If the second payment period of an academic year starts after July 1, the University awards the second FSEOG disbursement using the subsequent award year's funds if the student meets the eligibility criteria in the subsequent award year. This includes being eligible to receive federal Pell Grant funding during the same award year in which the campus-based funding is disbursed. However, the University uses the original award year's Cost of Attendance (COA) and EFC in calculating the student's financial need and eligibility for aid from the campus based programs.

Nonfederal Share Requirement for FSEOG

The University meets its nonfederal match of 25% using the aggregate matching method. The University's resources used to reach the nonfederal match may include institutional scholarships and grants; waivers of tuition or fees; the nonfederal portion of state scholarships and grants; and funds from foundations or other charitable organizations.

The University's own resources used to fund FSEOG must be dis-

bursed before or at the time the federal dollars are disbursed. However, outside resources can be used to match federal dollars even if the funds are received at a later date, as long as the University has written information about the funds being award to a student. This written information will be kept on file at the University.

FSEOG Carry-Forward and Carry-Back

The University may spend up to 10% of its current award year FSEOG allocation in the following award year. Carry-forward funds are spent before the current year allocation. The University may also spend up to 10% of its current year FSEOG allocation of expenses incurred in the prior award year.

Carry-forward and carry-back funds are matched in the award year they are spent. Information for both carry-forward and carry-back transactions are reported on the Fiscal Operations Report and Application to Participate (FISAP).

Recalculating Campus- Based Funds

Any time a student at the University begins attendance in at least one course but does not begin attendance in all courses scheduled, the University checks to see if it is necessary to recalculate the student's eligibility for campus-based funds. This recalculation is based on the revised enrollment status and cost of attendance. The University does not include any costs associated with classes the student failed to begin in the COA.

If the student withdraws from the University, this recalculation is performed prior to the completion of the Return of Title IV Funds calculation. The recalculated amounts of campus based funds is used in the Return calculation.

Administrative Cost Allowance (ACA)

The amount of ACA the University may claim is determined by its expenditures for the FSEOG program.

- FSEOG disbursements to students - both the 75% federal share and the 25% nonfederal share
- If the University chooses to provide more than a 25% institutional share to FSEOG recipients, it does not include an FSEOG institutional share in excess of 25% in the calculation of the ACA.

ACA is calculated as follows:

5% of the first $2,750,000 of the University's expenditures to students under FSEOG Program

+

4% of expenditures to students greater than $2,750,000 but less than $5,500,000 under the FSEOG Program

+

3% of expenditures to students greater than $5,500,000 under the FSEOG Program

The University may use the ACA to assist in the costs of administering the campus-based and federal Pell Grant pro-grams such as salaries, furniture, supplies, travel and equipment. The ACA may also be used to pay service fees charged by banks for maintaining campus-based programs accounts, and expenses related to student consumer in-formation requirements. If the University were to claim the ACA, it would come from the FSEOG allocation received. However, the University currently does not claim any ACA from the FSEOG program.

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The University uses the same COA when awarding Pell and Direct Loans unless the student is a Pell or Iraq Afghanistan Service Grant (IASG) only student. If the student is only receiving Pell or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- Books and Supplies (Electronic Course Materials and Books - rEsource Fees)
- rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
- Room and Board (housing and food)
- Transportation
- Miscellaneous (personal care expenses)
- Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition
- Electronic Course Materials and Books (rEsource Fees)

Tuition

The tuition component for the COA is a per credit average based on credential level and college. The University documents how tuition averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Professional Judgment and Overaward & Overpayments Policies for further information.) If a student's period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

Books and Supplies (Electronic Course Materials and Books)

The books and supplies component is calculated using a standard rEsource fee based on the credential for each en-rolled course, for the period of enrollment.

Living Expense

The living expense component is a per month allowance calculated using data provided in the most recent Con-sumer Expenditure Survey. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing).

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Pol-icy for further information)

- Nine months for associate's degree-seeking students (9 week course delivery);
- Ten months for associate's degree-seeking students (5 week course delivery)
- Ten months for bachelor's degree-seeking students; and
- Twelve months for graduate students.
- Certificate seeking students:
  - College of Education
    - Graduate certificate - 12 months
  - College of Health Sciences and Nursing
    - Undergrad certificate-10 months
    - Graduate certificate-11 months
  - College of Humanities and Sciences
    - Undergrad certificate-9 months
    - Graduate certificate - 6 months
  - College of Information Systems and Technology
    - Undergrad certificate-8 months
    - Graduate certificate-9 months
- School of Business
    - Undergrad certificate-8 months
    - Graduate certificate-9 months

Programs Less than an Academic Year and Remaining Periods of Study Less than an Academic Year (End of Program)

The COA for programs less than an academic year and the COA for end of programs (EOPs) is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense to determine the living expense component of the student's COA. The COA for an EOP will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Incarcerated Students

The COA for incarcerated students is limited to tuition, course material fees, and books and supplies, if required in the program of study. (Refer to the Student/Parent Eligibility Policy for further information)

Tribal Budget

The University prepares a separate tribal budget for students who receive tribal funding. The tribal budget consists of actual tuition rates for the tuition component and may include a child/dependent care average component obtained from the National Association of Childcare Resource and Referral Agency (NACCRRA). The University averages each childcare type for weekly and hourly cost for each state. Documentation is available for review, upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Direct Loan Policy

Overview

The Direct Loan Policy addresses the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive.

Policy

Application Process

To obtain a Direct Loan (DL), a student must complete and submit a current award year Free Application for Federal Student Aid (FAFSA). Additional forms, such as the University Financial Aid Application, Direct Loan Master Promissory Note (MPN), and/or Direct Loan Entrance Counseling (if first time borrower) may also be needed.

Once completed documents are received, the University determines the student's eligibility for the DL program and awards accordingly. The University will send out a notification of the proposed loan package via an award letter including the proposed loan type(s) and amount(s). Once the award is made, the University transmits the loan origination and disbursement record to the Department of Education (ED). ED will provide an origination acknowledgement confirming the student has a completed MPN and is eligible for the DL program funds awarded. Prior to the anticipated disbursement date, the student's eligibility for the DL program funds is reconfirmed and loan funds are drawn-down from ED and disbursed to the student by application to the student account with the University.

MPN Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Request may be made for an increase or decrease to the loan amount. However, if the amount(s) of Direct and/or Federal Direct PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the date of disbursement will be honored as a partial cancellation based on title IV funds that are currently unapplied. The University notifies the student/parent in

writing of the outcome of his or her request regardless of when the cancellation request is received.

Loan Period

The minimum period of enrollment the University may originate a Direct Loan is the lesser of the following:

- The length of the student's program
- The student's academic year (Refer to the Academic Year Definition Policy for specific requirements)
- The remaining portion of the student's program (if the program is shorter than an academic year

The maximum period the University may originate a DL is

- generally, the student's academic year (Refer to the Academic Year Definition Policy for specific requirements); or
- for a defaulted borrower who has regained eligibility, the academic year the borrower re-gained eligibility.

Note: For information on loan periods for students who transfer from another school, complete a program and advance to another program at the University, or change programs at the University, refer to the Transfer Policy and Program Changes Policies

Annual Loan Limits for Subsidized and Unsubsidized Loans

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
(1) Freshman	$5,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$9,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$20,500
(2) Sophomore	$6,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	$10,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	
(3 & 4) Junior and Senior (5) Fifth year undergraduate	$7,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	$12,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	
A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Direct Unsubsidized Loan amounts. Student dependency status will be determined based on answers to questions on the Free Application for Federal Student Aid (FAFSA)			

Students may attend another school(s) while attending the University and receive Direct/PLUS loans at both schools for the same period of enrollment. If this occurs, the University resolves any possible annual loan limit overaward by reducing or cancelling loan disbursements to ensure students do not exceed annual loan limit amounts.

Aggregate Loan Limits for Subsidized and Unsubsidized Loans

When reviewing NSLDS, the University uses the **Aggregate Outstanding Principal Balance (Agg. OPB)** shown in NSLDS for each of the student's outstanding federal loans. If the student has one or more consolidation loans, which may include Subsidized and Unsubsidized federal loans, NSLDS will show separate totals for

each. The University is not responsible for reviewing "unallocated" loans if they are present in NSLDS.

The following represents the maximum outstanding total subsidized and unsubsidized loan debt:

	Subsidized	Total (subsidized & unsubsidized)
Dependent Undergraduate Students (excluding those whose parents cannot borrow PLUS)	$23,000	$31,000
Independent Undergraduate students & Dependent Undergraduate Students whose parents cannot borrow PLUS	$23,000	$57,500
Graduate & Professional Students	$65,500	$138,500

If a student at the University has received federal loans at other schools, the University reviews the student's financial Aid history on the Institutional Student Information Record (ISIR) to ensure the student has remaining eligibility under the aggregate loan limits If a student exceeds the aggregate loan limits, the student may not receive additional direct loans until the student (1) repays in full the excess loan amount; or (2) makes arrangements, satisfactory to the holder of the loan, to repay the excess loan amount

150% Direct Subsidized Loan Limit

Borrowers who have no outstanding balance on a Direct Loan or a Federal Family Education Loan (FFEL) on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013 will have Direct Subsidized Loan eligibility limited to a period not to exceed 150 percent of the length of the borrower's educational program. In addition, under certain conditions, these first-time borrowers who have exceeded the 150 percent limit may lose the interest subsidy on their Direct Subsidized Loans. ED will monitor this subsidized usage and notify borrowers through dis-closure statements provided to the borrowers.

Additional Unsubsidized Eligibility

Independent undergraduate, graduate or professional students may borrow additional unsubsidized annual loan amounts.

Dependent undergraduate students, whose parents are unable to borrow PLUS loans due to adverse credit or other documented exceptional circumstances, may borrow additional unsubsidized annual loan amounts. Exceptional circumstances include, but are not limited to, circumstances in which the student's parent receives only public assistance or disability benefits, is incarcerated, has an adverse credit history, or the parent's whereabouts are un-known. A parent's refusal to borrow a Federal PLUS Loan or Direct PLUS Loan does not constitute exceptional circumstances.

Dependent undergraduate students, whose parents have ended financial support and refuse to file the FAFSA, may be eligible for unsubsidized loans. In these scenarios, the University verifies that the parents have ended financial support and refuse to file the FAFSA based upon documentation submitted by the dependent student. These stu-dents must complete and submit a FAFSA that

includes all the required student information. They are eligible to receive only an unsubsidized loan and not any other federal financial aid assistance. The maximum annual unsubsidized loan amount they may receive is the "base" annual loan limit for the student's grade level plus the additional $2,000 unsubsidized amount.

Loan Origination Date

The date of a loan origination is the date the University creates the electronic loan origination record. The University will not originate a direct loan for a loan period in which the student is no longer enrolled at least half-time, even if the student is otherwise still enrolled at the University. Any funds originated after the student's loan period end date are not kept by the University.

Annual Loan Limit Progression

The student's academic year is used as the basis for the annual loan limits To advance to the next grade level and for annual loan limit purposes, the student must successfully complete and earn the weeks and credit hours in the academic year. Students in nonterm programs can never progress to the next grade level in the middle of an academic year. (Refer to the Academic Year Definition Policy for specific requirements)

If the University accepts transfer credits for a student transferring from another school into a program at the University that is greater than one academic year in length, the University uses the loan limits associated with the grade level based on the credits accepted

Prorating Annual Loan Limits

The University is required to prorate Federal DL eligibility in the following scenarios:

- The program is less than one academic year in length (see Academic Year Policy for more in-formation)
- The undergraduate program is more than one academic year in length but a student's remaining period of enrollment in this undergraduate program is less than an academic year in length based on required credits

Program is less than an academic year in length

Students enrolled in programs less than an academic year in length will have their DL eligibility amounts prorated. The annual loan limit for these programs is based on the lesser of -

$$\frac{\text{Credit hours enrolled in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

OR

$$\frac{\text{Weeks enrolled in the program}}{\text{Weeks in the academic year}} \text{ X Annual loan limit}$$

Program is more than an academic year in length but remaining period of enrollment is less than an academic year in length in required credits.

Students enrolled in undergraduate programs with a remaining period of enrollment less than an academic year, as measured in credit hours, will have their DL eligibility amounts prorated based

on

$$\frac{\text{Credit hours remaining in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

Example: An independent, second year student is enrolled in the AAB program. He has a remaining period of enrollment consisting of 12 credit hours. A full academic year at the University is defined as 24 credit hours.

Direct Loan Calculations to Determine Eligibility for Remaining Period of Enrollment

Maximum Subsidized eligibility for remaining period of enrollment	(12/24) X $4, 500 = $2,250
Maximum Unsubsidized eligibility for remaining period of enrollment	(12/24) X $6,000 = $3,000

In the proration scenario described above, standard rounding rules apply.

Note: the proration formulas determine the maximum loan amount a student may borrow for a remaining period of enrollment, not the loan amount the student may actually receive. In some cases, the actual loan amount the stu-dent is eligible to receive may be less than the prorated loan limit (based on costs, EFC, other aid, aggregate borrower, etc.)

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post withdrawal disbursements from the University. The University may only disburse federal financial aid funds to eligible students.

Policy

Standard Disbursement

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the stu-dent is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

If the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure at least one-half the credit hours and one-half the weeks of instructional time in the AY are completed. Occasionally, when a student's file is reevaluated, the second payment period may consist of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the second disbursement of the remaining period is made once the student successfully completes one-half of the weeks of instructional time AND earns one-half the credits in the remaining period. If the remaining period is equal to or less than one-half an AY, the second disbursement of the remaining period may not be disbursed until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining payment period.

If the University is unable to determine when a student has successfully completed one-half the credit hours in the remaining period of study, the second payment period will begin on the latter of the date the student successfully completes 1) one-half of the coursework in the remaining period; or 2) one-half the weeks of instructional time in the remaining period. If the remaining period consists of only three credit hours and five weeks of instructional time, the second disbursement will be made once the student successfully completes 3 weeks of instructional time.

The University will disburse Direct Loan proceeds in substantially equal installments, and no installment will exceed one-half of the loan amount.

First-time, first-year undergraduate borrowers will not have the first installment of Direct Loan proceeds disbursed until 30 calendar days after the program of study AY begins. The University will schedule disbursements according to procedures.

Before disbursing federal financial aid funds, the University determines and documents the student's eligibility to receive federal financial aid funds.

The University disburses federal financial aid funds by crediting the student's account no later than three business days after receiving the funds. Funds in excess of allowable charges are paid directly to the student, or parent as applicable. (Refer to the *Federal Financial Aid Credit Balance Policy* for additional information.)

Right to Cancel

Before the University disburses federal financial aid funds, the University will notify the student of the amount of funds that the student (or parents in the case of PLUS loans) can expect to receive under each federal financial aid program and how and when those funds will be disbursed.

The University will notify the student (or parent) of the amount of the federal aid disbursement, the student's (or parent's) right to cancel all or a portion of the loan, or loan disbursement and have the proceeds returned to the holder of the loan. The notice will also include the procedures and time by which the student (or parent) must notify the University that he/she wishes to cancel the loan, or loan disbursement. This notice will be sent to the student/parent no earlier than 30 days before and no later than seven days after crediting the student's account at the University.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Direct Loans, is no longer enrolled at least half time; or
- For Federal Grants, the student is no longer enrolled at the University for the award year

If a student completes a payment period or period of enrollment, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The following conditions must be met prior to the date the student (or parent) became ineligible for a late disbursement.

Program		
Pell Grant/IASG		No additional requirements
FSEOG	For all programs, the Department processed a SAR/ISIR with an official EFC.	Student is awarded a grant
Direct Loans		A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Pell Grant/IASG	For all Title IV programs, the University received a valid SAR/ISIR by the date established by ED.
FSEOG	No additional limitations
Direct Loans	1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the peri-od for which the loan was intended.

Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for current allowable charges. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

The University will make a late disbursement to the student no later than 180 days after the date of the University's determination the student withdrew, or for a student who did not withdraw, 180 days after the date the student be-came ineligible.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student's obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student's authorization to receive the loan must be submitted via the late disbursement letter or via a signed statement submitted to the University titled "Late Disbursement Notification."

The student has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan funds are canceled. The University will make the late disbursement to the student no later than 180 days after the date of the University's determination that the student withdrew or became ineligible. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the

University offers the funds to the student in writing and does not disburse the direct loan funds directly to the stu-dent until the student's authorization is received.

Late Disbursement - After 180 Days

The University will make a late disbursement of federal financial aid funds within 180 days of the date the student became ineligible. No disbursement of these funds is made after the 180-day time-frame.

Post Withdrawal Disbursement

Withdrawn students lose federal financial aid eligibility and cannot be paid additional federal financial aid funds for the payment period and/or AY.   However, as a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date.

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period
- Disbursements of Federal Pell, or IASG funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University may credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG) without the student's permission, for outstanding current (educationally related) charges. The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See the Federal Financial Aid Credit Balance Policy for the definition of outstanding charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- "The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information in reference to the borrower's obligation to repay Direct Loan funds, if disbursed.
- A request for authorization to credit Direct Loan funds to the student's account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to extend this timeline. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
  - If the University declines to honor a late response accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
  - If the University chooses to honor a late response, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the response electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, or fax.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late response, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late response accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs The University will pay the excess federal financial aid funds directly to the student or par-

ent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance.

Attribution of Funds

The University will consider to have disbursed federal financial aid grants before direct loans to the student's ac-count in the following order regardless of when the funds are credited:

- Pell Grant
- Iraq and Afghanistan Service Grant (IASG)
- FSEOG
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Graduate/Professional PLUS Loan
- Parent PLUS Loan

Note - Federal regulations require direct loan funds applied to a student's account, to be applied to current charges first.

Application of Funds

The University applies funds received from a federal financial aid disbursement in the following order:

- Invoiced and unpaid allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges)for the current payment period or prior payment period of the loan period;
- Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed $200

Timeline to Issue a Federal Financial Aid Credit Balance

If there is a federal financial aid credit balance, the University will issue those funds to the student, or parent as applicable, within 14 days of the date funds are disbursed (applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher

All Title IV eligible students with a federal financial aid credit balance who meet the criteria for funds that could have been disbursed 10 days prior to the beginning of the payment period will be notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University to purchase books and supplies. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

Return of Title IV

The University will hold a federal financial aid credit balance until completion of the Return of Title IV (R2T4) process. (Refer to the *Return of Title IV Policy* for additional information.) Once the R2T4 calculation is completed, if there is any federal financial aid credit balance remaining, the University allocates the credit balance as follows:

- First, to repay any grant overpayment owed by the student as a result of his/her withdrawal

- Within 14 days of the date the R2T4 calculation is performed, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
  - Pay authorized charges at the University; or
  - Pay the student directly (or parent for a Direct PLUS loan)

Refer to the Return of Title IV Policy for additional information.

Returning Unclaimed Federal Financial Aid Credit Balances

Federal financial aid funds may not escheat to a state or any other third party. The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, the University returns the funds to the applicable federal financial aid programs no later than 45 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant-IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants and IASG to eligible students.

Policy

The University calculates the annual award for students in non-term credit-hour pro-grams using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment sched-ule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Calculating Payment Amounts

The award for each payment period may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours in the payment period over the credit hours in an academic year

  or

- Weeks of instructional time in the payment period over the weeks in the academic year.

The scheduled Pell/IASG award is calculated using the lesser per-centage multiplied by the scheduled award.

Crossover Payment Periods

When a payment period falls into two award years -it begins before July 1 and ends on or after July 1 - it is referred to as a "crossover payment period." If a student is en-rolled in a crossover payment period, the entire payment period must be considered to occur within one FAFSA award year. The University determines for each Pell/IASG grant recipient the award year in which the payment period is placed. Students are awarded from the oldest and active aid year first.

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse

50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Students Declining Pell Grant Funds

Students who decide to decline all or a part of a Pell grant disbursement must deliver to the University a signed, written statement clearly indicating they are declining the Pell grant funds for which they are eligible. Furthermore, they must understand those funds may not be available once the FAFSA award year is over. If the University receives a statement indicating such from the student, it will submit any adjustment records for the student to the Common Origination and Disbursement (COD) System. Any University account balance(s) resulting from the return of Pell Grant funding is the responsibility of the student.

Students Returning Pell Grant Funds

Students have the option of returning all or a portion of Pell grant funds they were eligible to receive, as long as this return is taken during the SAME award year. If they choose to do so, they must deliver to the University a signed statement clearly indicating they are returning the Pell grant funds they are eligible for. Furthermore, they understand those funds may not be available once the award year is over. Students must return the funds directly to the University, and the University will return those funds to the Pell

grant account. After doing so, the University must submit the required adjustment records for the students to the COD System. Any University account balance(s) resulting from the return of Pell/IASG Grant funds is the responsibility of the student.

The University does not accept any Pell/IASG grant funds from prior FAFSA award years.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will then contact Federal Student Aid's COD School Relations Center at 800-474-7268. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed.

On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student's Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.

Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. These students are notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher. (Refer to the *Federal Financial Aid Credit Balance Policy* for further information)

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the re-calculation, the student received more Pell/IASG award that the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. re-solves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Financial Aid Counseling Policy

Overview

The Financial Aid Counseling Policy addresses the requirements of the University ensuring initial entrance counseling is completed and students are notified of the requirement to complete exit counseling for each Direct, Graduate/Professional PLUS and Perkins loan borrower.

Policy

Entrance Loan Counseling

Entrance loan counseling, for Direct and Graduate/Professional PLUS loan borrowers, provides comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan.

The University ensures entrance loan counseling is completed for each first-time borrower. Students can submit proof of prior completion or can complete it on iGrad or StudentLoans.gov. The disbursement process prevents a student from receiving funding without completing entrance counseling. The counseling session includes completion of an interactive program that tests the borrower's understanding of the terms and conditions of the loans.

The University ensures an individual with expertise in federal financial aid is reasonably available to answer the borrower's questions regarding those programs.

Online counseling for Direct and Graduate/Professional PLUS borrowers generally provides the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Other terms and conditions
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods (if first disbursement was between 7/1/2012 and 6/30/2014), and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt

Entrance loan counseling for Grad PLUS borrowers also includes information about options to pay interest on a PLUS Loan while the borrower is in school.

The University maintains documentation substantiating the completion of entrance loan counseling for each student borrower.

PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.

Exit Loan Counseling

Federal financial aid recipient students within 2 to 7 credits of completing their pro-gram at the University will receive an electronic notification about the requirement to complete exit loan counseling. In addition, within 30 days of a student's last date of attendance, the University sends a letter with a link to complete NSLDS counseling and the required exit counseling materials. An eLetter is also sent to direct students to NSLDS.

If the student is a Direct Loan borrower at the University and withdraws prior to completing his/her program of study, the University mails exit loan counseling material to the borrower at the last known address and send an email directing the student to the NSLDS website where exit counseling may be completed. The material is sent within 30 days of the University learning the borrower has withdrawn. The University documents the student's file with the date the materials were sent.

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

The University ensures those affected by war, military operations or national emergencies are not disadvantaged because of their status.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect more accurately the financial condition of an affected individual and family The University has the option of using the applicant's original EFC or the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment

procedures established by the Secretary as discussed in the following section

Professional Judgment

To more accurately reflect financial need, the University uses professional judgment on a case-by- case basis for affected individuals The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications (e g , an individual's income increased as a result of serving on active duty)

The University clearly documents the reasons for any adjustment and the facts supporting the decision In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the Univresity accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND

- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed If the University receives the tax information, it will verify the income information of the tax filer(s)

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student With-draws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Re-fer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or

- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Stu-dent Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the Federal Student Aid (FAFSA), Student Aid Report (SAR) or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual in this category

Leave of Absence Policy

Overview

The Leave of Absence (LOA) Policy addresses the temporary inter-ruption in a stu-dent's program of study, when the student is not in attendance at the University. The LOA Policy is applicable to all students enrolled in certificate and degree programs at the Univer-sity. If a student is not actively enrolled in a program, the student is not eligible to apply for an LOA. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for federal financial aid recipients.

Policy

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

A LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must fol-low the University's LOA Policy when re-questing a LOA, by pro-viding (on or before the start date of the LOA) a written, signed, and dated request, including the reason for the LOA, to the finance advisor. All re-quests will be forwarded to Student Financial Ser-vices - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the cam-pus on or before the start of the LOA, the Uni-versity may grant the LOA if the campus has documented the rea-son and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reason-able amount of time from the student's last date of atten-dance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered unofficially withdrawn and the campus can docu-ment the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is unofficially withdrawn and the campus does not document the reason prior to the calculation being per-formed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial with-drawal (UW) status and the request is not due to unforeseen cir-cumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively with-drawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when deter-mining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class be-cause of the unfore-seen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enroll-ment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the stu-dent returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e. course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates re-quested by the student and may adjust those dates based on ARAs, class schedules, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the Uni-versity LOA Policy when requesting the LOA extension, by pro-viding on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to the finance advisor. All requests must be forwarded to Student Finan-cial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally schedule break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements during an LOA

The University may disburse Pell, IASG, and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must en-sure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the affect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's financial aid package.

Policy

An overaward occurs when a student's financial aid package exceeds financial need or when the total of all awards exceeds the cost of attendance (COA). Over-awards are usually the result of the student receiving financial assistance the University was not aware of when the student was packaged and/or awarded. The overaward becomes an overpayment if the University cannot correct the issue be-fore funds are disbursed to the student.

Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded If the Uni-

versity awards a Pell Grant to an ineligible student, that award becomes an overaward and must be resolved

If the University makes a Pell Grant overpayment for which it is not liable and the student is still enrolled, the University will return the funds on behalf of the student The student's financial aid is repackaged according to eligibility, and the student owes the University, rather than the Department of Education, any Pell grant funds he or she was ineligible to receive

If the student withdraws from the University and the Return to Title IV calculation results in a Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds need or COA, but the IASG by itself does not exceed the stu-dent's need, the University must reduce other financial aid to eliminate the over-award. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the stu-dent's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or
- grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

Direct Loans

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) estimated financial assistance (EFA) for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either -

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not al-ready done; or
- Reducing or returning one or more disbursements to eliminate the over-award.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this over-award.

Financial Aid Assistance Exceeds Cost of Attendance

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University reduces or cancels any future federal financial aid loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If a return of funds is necessary to eliminate the overaward, funds are returned in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan

If the student becomes ineligible for only part of a Direct Loan or PLUS loan, the University will reduce the loan to eliminate the amount the student is ineligible for. If the student has no loans or if the student's financial assistance still exceeds the student's financial need or COA, the University will proceed to reduce institutional grant and/or scholarship aid.

Reminder - The University will adjust the financial aid package to prevent an overaward of campus-based funds.

Conflicting Information and Other Assistance

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive financial assistance it was unaware of for a student. If the financial assistance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period of enrollment just completed.

Packaging Policy

Overview

The Packaging Philosophy Policy addresses the University's calcu-lation of student awards based on costs, period of enrollment, and statutory award maximums.

Policy

Prior to determining a student's eligibility for federal financial aid, the University con-firms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University uses the "Ladder" packaging methodology allow-ing all applicants to be treated in the same manner when awarding funds. The University packages up to the cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Determining Need

The University subtracts the EFC, the Federal Pell Grant and other non-federal financial aid re-sources from the COA to determine remaining need.

Example:

$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 1,400	Scholarship
$7,000	Remaining Need

The order in which financial aid is considered and awarded is as follows:

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant or, alternatively, Iraq and Afghanistan Ser-vicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

Zero EFC Treatment for Children of Soldiers

An otherwise-Pell eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of federal financial aid if (1) the student was less than 24 years of age when the parent or guardian died; or (2) enrolled at an institution of higher educa-tion at the time of the parent or guardian's death.

The University uses an EFC of zero to package all federal financial aid if the student meeting the previously stated criteria has a Pell-eligible EFC. The zero EFC is only used for packaging purposes. The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treat-ment. This is based on a match with the U.S. Department of Defense file of eligible dependents.

Other Resources

Other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments

- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Grants and Scholarships

Grants and scholarships awarded:
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Scholarships
- State Grants
- Need-Based Institutional Grants

Determining Remaining Need

Self-help aid is awarded to meet remaining need as follows:
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Parent PLUS Loan
- Federal Direct Graduate/Professional PLUS Loan

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct unsubsidized loan amounts they are eligible for, are notified of their maximum unsubsidized loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Estimated Financial Assistance

The University considers need-based aid as well as non-need-based aid as estimated financial assistance (EFA) when packaging financial aid for a student. EFA includes, but is not limited to, the following:
- Federal Pell Grant
- Campus-Based Aid
- State Grants
- Scholarships
- AmeriCorps *
- Fellowships or Assistantships
- Tuition Assistance
- Waivers/Discounts
- Direct Subsidized and Unsubsidized Loans
- Direct Parent and Graduate/Professional PLUS Loans
- Private Loans

Iraq and Afghanistan Service Grants are not considered EFA. Therefore, they are never included in determining if a student's financial assistance exceeds need or COA. Likewise, if a student's other financial assistance exceeds a student's need or cost of attendance, as applicable, the stu-dent's Iraq Afghanistan Service Grant should not be reduced in eliminating the excess. However, and Iraq and Afghanistan Service Grant may be reduced if it alone exceeds a student's COA.

If an IASG recipient becomes eligible for the Federal Pell Grant during the award year, the University will treat the Federal Pell Grant as EFA, and may need to adjust the student's financial aid package.

* The University does not count AmeriCorps benefits as EFA when determining eligibility for a subsidized direct loan; however, the University does include AmeriCorps benefits when determining eligibility for a direct unsubsidized loan.

*If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford

Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes.

Overlapping Academic Years

If a student begins a program at the University prior to the expiration of his/her previous pro-gram's academic year (AY), the University will award all federal financial aid based on the student's remaining eligibility. The federal funds received for the prior AY do not count as EFA when awarding funds for the new program. However, the overlapping AY's funding is based on the remaining loan and grant eligibility, accounting for what the student received in the pro-gram. (Refer to the Transfer Policy and Program Changes Policy for additional information)

Awarding State Grants

If a student is awarded state grant funds and an ISIR has a C-code(s) or is selected for verification, the University does not award the funds until the C-code(s) are resolved and/or verification requirements are met.

Conflicting Information and Other Resources

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive aid it was unaware of for a student. If the aid was received after the period of enrollment ended for a student who is still enrolled or is intending to re-enroll, the University will treat the aid as EFA for the period of enrollment just completed.

Private Loan Policy

Overview

The Private Loans Policy addresses the University's participation in the private loan program. Private loans are available to help students supplement, not supplant, federal financial aid eligibility.

Policy

The University recommends that private loans be considered only after all federal and state financial aid options have been exhausted. Private loans may be available for both students and parents who are not eligible for need-based financial aid or who want to supplement their federal and state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. For debt management purposes, we encourage applicants to first complete the federal financial aid application to determine eligibility for grants and direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Eligibility

Private lenders determine student and/or parent eligibility for private loans. These amounts are limited to the cost of education minus other aid.

Application and Awarding Process

Most private loans are certified by the university to avoid over awarding. Students who apply and receive a private loan on their own must report it to the University as estimated financial aid assistance. The total amount of assistance received from all sources of funding, including scholar-ships, financial aid, tuition discounts and private loan programs cannot exceed the student's total cost of attendance (COA). Certain private loan products are limited to direct costs less other aid awarded.

Disbursement

Private loans are disbursed via electronic funds transfer directly to the student's tuition account in a single disbursement at either the beginning of the loan period or school certification, which-ever is later. Excess private loan funds are returned to the student upon their request, unless the loan is limited to direct educational costs.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. Students receiving only private loans are eligible for an LOA at the University. (Refer to the Leave of Absence policy for further information on LOA requirements)

Overawards

If the total amount of assistance received from all sources of funding, as indicated above, exceeds the total COA, the University will return funds to the lender based on funds available on the student's tuition account. This is determined by the Overawards Policy as follows: 1) Private Loan, 2) Parent and Graduate/Professional PLUS Loan 3) Direct Unsubsidized Loan 4) Direct Subsidized Loan.

Refunds

If the student is out of attendance greater than 14 consecutive days and no LOA is approved, any excess funds remaining after the Return of Title IV (R2T4) Calculation and/or institutional refund policies are calculated will be returned to the private loan lender.

Self-Certification Form

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of the form. If an enrolled or admitted student requests a self-certification form, the University will provide the written or electronic form the self-certification form developed by the Secretary. The University will continue processing federal financial aid funds and certifying loans in accordance with federal regulations.

Professional Judgement Policy

Overview

The Professional Judgment Policy addresses the University's treatment of a student, on a case-by-case basis, when the student has special circumstances that are not sufficiently addressed by a standard approach. Special circumstances include conditions that differentiate an individual stu-dent from a whole population of students and those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

Policy

The University uses professional judgment on a case-by-case basis. The reason is documented in the student's file as it relates to the student's special circumstances. The University does not ac-cept adjustments made for a student by another school, but reviews the student's circumstances and, if appropriate, documents the professional judgment decision made on the student's behalf. The University's decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education. (For additional information, refer to the Student Parent Eligibility Policy. Refer to the HEREOS Act Policy for information on individuals affected by war, military operations or national emergencies)

Special Circumstances

The purpose of professional judgment adjustments is to allow

schools the ability to accommodate special circumstances; the U.S. Department of Education does not provide detailed information on when the University may make adjustments. Examples include the following:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- unusually high child care costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member, or
- other changes in the family's income, assets or a student's status
- Number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

The University may use professional judgment to increase or decrease one or more of the data elements used to calculate the Expected Family Contribution (EFC). The University may also use professional judgment to adjust the student's cost of attendance (COA). Inconsistent or conflicting information shown on the output document will be resolved before making any adjustments. Use of professional judgment is neither limited to nor required in the situations mentioned above.

The University will **not**

- Modify either the formula or the tables used in the EFC calculation, but may only change values of specific data elements used in the EFC calculation;
- Use professional judgment to waive general student eligibility requirements or to bypass the intent of the law or regulations. For instance, the University will not use professional judgment to change Federal Supplemental Education Opportunity Grant (FSEOG) selection criteria.
- Include post-enrollment activity expenses in the students Cost of Attendance. For example, professional licensing exam fees are not allowable costs.

The University will use fairness during the decision making process and will not adjust data elements used to calculate the student's EFC, recurring costs such as vacation expenses, tithing expenses and standard living expenses related to utilities, credit card expenses, and children's allowances. In reviewing unusual expenses, the University reviews the income protection allowance (IPA) to determine if the expense is already included in the EFC calculation. Students should contact their Finance Advisor for further information.

Program Changes Policy

Overview

The Program Changes policy details the University's treatment and determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Program Changes

Federal regulations require the University to re-evaluate the academic year, loan period and payment periods for a student who

has changed programs while attending the University. A student who changes programs will be required to begin a new academic year (AY), loan period (LP) and payment periods. Academic years for students who change programs at the University will be established based on the credit hours remaining in the student's new program. Federal aid funds awarded will be based on the student's remaining eligibility.

When a student has changed his/her program, the University will perform a Return of Title IV (R2T4) calculation for the applicable payment period of the program the student is transferring out of and update the program's AY/LP/payment periods accordingly. (Please refer to the Return to Title IV Policy for additional information)

Once the Return to Title IV (R2T4) calculation has been completed and all required federal aid funds returned as required, the University will award the student for the new program based on a new AY/LP/payment periods as follows:

Federal Pell Grant Award

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student's annual scheduled Federal Pell Grant award already used.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed in prior program}}{\text{Scheduled award in prior program}} = \text{\% of Scheduled Award used}$$

The University then determines the maximum percentage of the scheduled Federal Pell Grant Award the student may receive in the new program by using the following formula:

100 Percent of Scheduled Award

\- Percentage of Scheduled Award used

= Maximum Percentage of Scheduled Pell Award student may receive

When calculating the student's Federal Pell Grant award, the University will also en-sure the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant Example: A student transfers from the AAB program to the BSBA program at the University.

Pell Data from the prior program at the University

Scheduled Pell award	$4,000

Pell Data from the prior program at the University

Pell award kept as a result of the R2T4 calculation	$1,500

The University must now determine the student's remaining Pell eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations by the University

Scheduled Pell award	$4,000
Percentage of Pell award already used in the prior program (Pell award disbursed/ Scheduled Pell award)	$1,500/$4,000 = 37.5%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 37.5% = 62.5%
Student's remaining Federal Pell Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 62.5% = $2,500

The student's remaining Federal Pell Grant eligibility is $2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

Pell Disbursement in the new program at the University

First payment period	$2,000
Second payment period	$500

This Pell example does not account for a student who is eligible for 150% of his/her scheduled Pell award for an award year. The assumption is being made that the payment periods in the new program fall into the same award year as the previous program.

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP and will be limited to the student's remaining annual loan eligibility if the new program is at least an academic year in length or the remaining coursework represents at least one academic year or more than an academic year in length. If the new program is less than an academic year in length or the remaining coursework represents less than an academic year in length, the student's annual loan limit eligibility is the lesser of the remaining annual loan eligibility or the prorated loan eligibility based on credit hours to be

completed in the new program.

Federal Direct Loan Example: A student transfers from the AAB program to the BSBA program at the University. In the BSBA program, the student is a third-year independent undergraduate student with a maximum annual Subsidized Loan eligibility of $5,500 and Unsubsidized Loan eligibility of $7,000

Direct Loan Data from the Prior Program at the University

Subsidized Loan disbursed	$1,688
Unsubsidized Loan disbursed	$2,250

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping academic year in the BSBA program.

Direct Loan Calculations to Determine Remaining Eligibility for New Loan Period in New Program

Remaining Subsidized Loan Eligibility for New Programs LP (Annual Subsidized Loan Limit - Subsidized Loan funds already disbursed)	$5,500 - $1,688 = $3,812
Remaining Unsubsidized Loan Eligibility for New Programs LP (Annual Unsubsidized Loan limit -Unsubsidized Loan funds already disbursed)	$7,000 - $2,250 = $4,750

These remaining loan fund amounts will be disbursed based on the payment periods in the new program's loan period at the University. (Refer to the Disbursements Policy for additional information)

Program Change Effective Date

The program change effective date will be the start date of the first course the student will attend in the new program. This is also known as the program begin date.

Program Version Changes

A student enrolled at the University who changes versions of a program is not a student who is changing programs for federal financial aid purposes. Therefore, the University will not reevaluate payment periods for students changing versions of the same program at the University.

Re-Entry Policy

Overview

The Re-entry Policy addresses how the University will treat students when they withdraw from the University and re-enter the same program within 180 days, or withdraw from the University and re-enter after 180 days or into a different program of study. The 180 day break is determined by counting the days between the student's official last date of attendance (OLDA) and the course start date when the student returns. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Re-entry within 180 days

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn.

The cost of attendance (COA) for a student who re-enters within 180 days will reflect the original educational costs associated with the payment period from which the student withdrew.

The student is immediately eligible to receive all federal financial aid funds returned when the student withdrew. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions
- Disburse federal financial aid the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Cancel any overpayments assessed to the student as a result of the prior withdrawal that were disbursed on re-entry

The student becomes eligible for subsequent federal financial aid payments when the payment period for which he/she was paid is completed.

If the date of a student's return is outside the period for which the loan was originated, the University will extend the original loan period (LP) and originate a new loan. Additionally, if the scheduled date for a second disbursement is outside the period the loan was originated, the University will extend the LP and the date(s) for the second and any subsequent disbursement.

If a student returns to the University within 180 days and before federal financial aid funds are returned due to an R2T4 calculation, the University will not return the funds.

If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

Re-entry Within 180 days and in a New Federal Award Year

If a student re-enters the University within 180 days and was originally enrolled in a payment period that began and was scheduled to end in one federal award year, but returns after the end of that federal award year, the University will disburse any remaining Pell funds using the original federal award year. The University will follow this process as long as the original federal award year is still open. If the original federal award year is closed and the student is due additional Pell funds from the closed federal award year, the University will request the Pell Grant funds through the Common Origination and Disbursement (COD) website.

If the student was originally awarded campus based funds and the funds are no longer available from the original federal award year, the University may award funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus based funds award a student may receive.

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal

award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry after 180 days Or Re-entry into a Different Program

When a student withdraws from the University and re-enters after 180 days have elapsed or re-enters into a different program of study at any time, the University will award the student based on a full academic year/loan period with new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program be-gins before the calendar end date of the previous program's AY, prior funds disbursed will be taken into consideration when packaging the student for the new program. (Refer to the Transfer Policy for additional information)

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal from the University

For students who officially, unofficially, or administratively withdraw from the University, refer to the University's academic Withdrawal Policy. The following is an exception to the withdrawal date and date of determination for federal financial aid purposes only.

Academic Related Activities that Occur During an Institutionally Scheduled Break or Course Extension Period

The University does not recognize any ARA that occurs during an institutionally scheduled break or during a course extension period

as attendance for federal financial aid purposes only.

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break/extension period. This date will be used as the withdrawal date for Title IV purposes.

Date of Determination

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 - January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.

- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An *inadvertent overpayment* occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of *Percentage of Federal Financial Aid Earned* includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Calendar Days in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.

- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.

- Bachelor Program Online
  - Last date of attendance is 07/15/20XX
  - Payment Period is 06/07/20xx to 10/24/20xx

Course Schedule:

Course ID	Credits	# of Days in Course	Start Date	End Date	Instructor	Grade
Course #1	3.0	35	06/07/20XX	07/11/20XX	SMITH	W
Course #2	3.0	35	07/12/20XX	08/15/20XX	JONES	
Course #3	3.0	35	08/16/20XX	09/19/20XX	JOHN-SON	
Course #4	3.0	35	09/20/20XX	10/24/20XX	BROWN	

The total number of days the student is scheduled to complete (prior to the withdraw-al) is 140. However, because the student received a "W" in course #1, 35 calendar days will be added to the payment period for this unsuccessful course completion which occurred in a course prior to the course the student's last date of

attendance occurs within. Therefore, the new total number of days in the payment period is 175.

Rate of Progression Calculation

$$\frac{39 \text{ (Number of calendar days completed in the payment period)}}{175 \text{ (Total number of calendar days in the payment period)}}$$

The percentage of the payment period completed =22.28%

Days Completed	Total Days	Percentage of Payment Period Completed	Federal Financial Aid Disbursed For the Payment Period	Disbursed Financial Aid Earned*
39	175	22.28%	$12,500	$2,785

Estimate for illustrative purposes only.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Fed-eral Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the en-tire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's ac-count. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus, or as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins loans
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and stu-dent are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or stu-dent for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a dis-charge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the stu-dent for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid pro-grams.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible

student is meeting SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)(provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Maximum Timeframe

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure comple-

tion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary pro-gram of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades:
  - A, B, C, D, and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

Evaluation

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

Financial Aid Probation

Students who are granted an appeal will be placed on financial aid

probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid.   Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist.   Examples of unusual circumstances may include, but are not limited to the following:

• Death of a relative
• An injury or illness of the student
• Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits success-fully.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements.Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

Maximum Timeframe

If at any time during the evaluation period it is determined a stu-

dent is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

Transfer Credits - Qualitative

 A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

Transfer Credits - Quantitative

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

Program Changes

Students who change programs at the University are re-evaluated to determine which credits apply to the new program. The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

Re Enters

If a student withdraws from the University and subsequently re-enters, whether within 180 days or after 180 days, the SAP status at the time of re-entry and for the first payment period upon re-entry will be the SAP status the student had for the most recently completed payment period prior to his/her withdrawal.

Repeat Courses

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

Concurrent Enrollment

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary pro-gram's GPA.

Student Parent Eligibility Policy

Overview

The Student Parent Eligibility Policy addresses student and parent eligibility requirements that must be met prior to awarding federal financial aid.

Policy

The University ensures all students meet all eligibility requirements prior to awarding federal financial aid.

Admission

Prior to a student receiving federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University.

High School Diploma or Equivalent

Students must be qualified to study at the postsecondary level. Refer to the University's catalog for required documents supporting high school completion or its equivalent. For students attending the University, one of the following criteria must be met:

- High school diploma
  - A copy of the student's high school diploma
  - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma
  - General Education Development (GED) certificate
  - California High School Proficiency Examination (CHSPE);
  - HISET Completion Certificate
  - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the stu-dent has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
  - A copy of the "secondary school leaving certificate" or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
  - An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree; or
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and docuemtns the successful completion of a s econdary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: If selected for verification tracking groups V4 or V5 (see Verification Policy for further information), in cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his or her completion of a secondary school education in a foreign country, the University may accept self-certification It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;

- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Grant Overpayments

A student is ineligible for federal financial aid if he/she owes an overpayment on a federal student aid grant. If the student owes a grant overpayment, the student may regain eligibility for federal student aid by repaying the grant overpayment or making satisfactory arrangements to repay the grant overpayment.

Loan Limits

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid HEA loan program have been exceeded or has property subject to a judgment lien for a debt owed to the United States. If annual or aggregate loan limits have been exceeded, the student may regain eligibility by repaying the extra amount borrowed or making satisfactory repayment arrangements with the loan holder.

Drug Convictions

Students become ineligible for Title IV federal financial aid if convicted of possession or sale of drugs for any offense that occurred during any academic year/loan period for which the student was receiving federal financial aid funds. Any conviction that was reversed, set aside, or removed from the student's record does not count; nor does a conviction received when the student was a juvenile, unless the student was tried as an adult. If the student was convicted of both selling and possessing illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period.

The University will make available to all students, through consumer information, details regarding the penalties for these types of drug violations.

If University personnel become aware of a student being convicted of any offense involving the possession or sale of illegal drugs, they will report it to Student Financial Services - Operations (SFS-O) to ensure future federal financial aid disbursements are cancelled. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid

Incarcerated Students

The University of Phoenix must ensure that no more than 25% of its regular students are incarcerated. This percentage will be monitored for the latest completed award year.

An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or sentenced to serve only weekends, is not considered to be incarcerated.

Title IV Eligibility for Incarcerated Students

All incarcerated students are

- not eligible for Title IV federal financial aid loans
- eligible for FSEOG

Students incarcerated in federal or state penal institutions are

- not eligible for Pell grants

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are

- not eligible for Pell Grants

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities, and juvenile justice facilities) are

- eligible for Pell grants

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are

- not eligible to receive Pell grants

Cost of Attendance for Incarcerated Students

Cost of Attendance includes an allowance for tuition, course materials fees, books and supplies, if required in the program of study. No other expenses are included. Allowable costs are assessed at the rate designated in the University's Student Financial Aid budgets.

Regaining Title IV Eligibility for Incarcerated Students

The University may accept a written self-certification indicating the student is no longer incarcerated. The student becomes eligible for federal financial aid funds as of the date his or her incarceration has ended.

Citizenship

All students must be a U.S. citizen or national or U.S. permanent resident or other eligible noncitizen to receive federal financial aid. A citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau is eligible to receive federal financial aid under the Federal Pell Grant but is not eligible for Direct loans. Citizens of Palau are also eligible for FSEOG.

If a student needs to provide documentation to confirm his/her citizenship status and the student is unable to present this documentation in person, the University will allow the student to submit a hard copy or electronic image of the original document. Along with the citizenship documentation, the student must provide an affidavit. The affidavit requires two forms of identification and signature from the student.

Secondary Confirmation

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation If the University receives a SAR/ISIR with a secondary confirmation match flag of "P," the DHS will continue to check its records in a process called automated secondary confirmation The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation If the result is not received by that time, the University will begin the paper process of secondary confirmation. Beginning May, 2018, this will become an electronic process and the paper forms will no longer be accepted nor returned.

The University has ten business days after receipt of the documents for immigration status to undergo paper secondary confirmation The University will notify the student of the final decision based on the secondary confirmation results

Default

Any student applying for federal financial aid must not be in default on a loan made under any federal financial aid program or HEA loan program.

Overpayments

A student must not currently owe an overpayment of federal grant funds or Federal Perkins loan, to be eligible for federal financial aid.

Selective Service

The University requires men who are age 18 through 25 to register with the Selective Service System. Students, who are exempt or waived from this requirement, are asked to provide the University with supporting documentation for review.   The review process is documented along with the supporting documentation provided. If, after the review, the student is not clearly exempt or waived from the requirement to register the University will ask the student to provide a Status Information Letter from the Selective Service.

Unusual Enrollment History (UEH)

The University resolves an Institutional Student Information Record (ISIR) that reports a UEH flag prior to awarding a student Title IV funds. The UEH flags are:

- "N" - No resolution is required by the university; the student's enrollment pat-tern is not unusual
- "2" - the University reviews the student's enrollment and financial aid records to determine if, during the four-award year review period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018), the student received a Pell Grant or Direct Loan at the University.
- "3" - the University reviews the student's academic records to determine if the student received academic credit at the University during the three award year period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018). In addition, the University reviews the National Student Loan Data System (NSLDS) to identity all schools where the student received Pell Grant or Direct Loan funding over the past four award years.

The University will determine, for each of the previously attended schools, whether academic credit was earned during the award year the student received Pell Grant and/or Direct loan funds. This determination is based upon academic transcripts al-ready obtained by the University or by asking the student to provide academic transcripts or grade reports.

Students who do not show earned credit for the Pell grant awards and/or Direct loans received in the past four years, and who may have special circumstances, may submit a request through the Professional Judgment (PJ) Team for approval.

Students who do not meet any of the above criteria are immediately not eligible for federal aid.

Approval of Continued Eligibility for UEH

If the students continued eligibility for federal financial aid funds is approved and in order for the student to remain eligible for federal financial aid funds, the student must successfully complete one payment period at the University.

Denial of Continued Eligibility for UEH

If the student did not earn academic credit at one or more of the relevant schools and does not provide acceptable documentation, the University will deny the student any additional federal financial aid funds.

Regaining Eligibility for UEH

The student is required to successfully complete one payment period, earning at least 12 credits, at the University to regain federal financial aid eligibility During this time, the student is required to use an alternate method of payment for tuition and fees Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the academic year, but Pell grants are only awarded going forward/starting with the next payment period

Parental Non Support

Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer a dependent student a Direct unsubsidized loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

- the parent(s) do not provide any financial support and the date the financial support ended,
- the parent(s) will not provide any financial support in the future; and
- the parent(s) refuse to complete the parental section of the FAFSA

The University may accept documentation from a third party (i.e., teacher, counselor, clergy, court, etc.) describing the student's relationship with the parent(s) if the parent(s) will not provide the required verification statement.

Students who are offered the Direct unsubsidized loan without parental data on the FAFSA are only eligible to receive the loan limit based on dependent undergraduate student annual maximums. For example, a first year undergraduate student cannot receive more than $5,500 ($3,500 base plus $2,000). The parent(s) cannot later apply for a PLUS loan, unless, the parents are separated or divorced, in which case, the non-custodial parent can apply for a PLUS loan. If the non-custodial parent is subsequently denied for the PLUS loan, the student's Direct unsubsidized loan eligibility is not increased. The student will not be eligible for any other Title IV financial aid pro-grams.

Dependency Overrides

A student who does not meet the definition of independent may be designated as independent if the University makes a documented determination of independence due to special circumstances. The U.S. Department of Education interprets a special circumstance as one which makes it inappropriate to expect a parental contribution. Examples of special circumstances include inability to locate parents, an abusive family environment, or abandonment by parents. Generally the documentation of special circumstances will come from a third party that knows the student's situation (such as a teacher or member of the clergy), but in cases where this is not available, the University will accept a signed statement from the student detailing the special circumstance.

Professional judgment is not used to change the status of a student from independent to dependent. However, the University may use professional judgment to account for parental support where special circumstances warrant.

Dependency overrides do not carry over from one year to the next. If the student is not independent for some other reason noted on the FAFSA, the University will reaffirm each year that the special circumstance persists and an override is still justified.

PLUS Exceptional Factor

Dependent students whose parents are unable to borrow PLUS loans due to adverse credit or other exceptional circumstances may receive additional Direct unsubsidized loans for the same amount as independent undergraduate students. The PLUS exceptional factor is not a dependency override as parent information is provided on the FAFSA. Examples include:

- The parent is incarcerated.
- The parent's whereabouts are unknown.

- The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.
- The parent's income is limited to public assistance or disability benefits and you have documented that the parent would not be able to repay the PLUS loan.
- The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

Supporting documentation may include, but is not limited to, supporting documentation that corroborates the exceptional circumstances. The University will re-examine and document that exceptional circumstances continue to apply before certifying/ originating additional unsubsidized loan amounts for the dependent in a subsequent award year.

Eligibility for Direct and PLUS Loans

A student is eligible to be awarded a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:

- The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
- The student meets the requirements for an eligible student.
- In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has received a determination of Federal Pell Grant eligibility for the loan period the loan is sought.

The annual loan limit for graduate and professional students is $20,500. This amount is limited to Direct Unsubsidized loans only.

In the case of a borrower whose previous loan was cancelled due to total and permanent disability, or discharged after a final determination of total and permanent disability, the borrower

- must obtain certification from a physician that the borrower is able to engage in substantial gainful activity;
- must sign a statement acknowledging the Direct Loan the borrower receives cannot be discharged in the future on the basis of any impairment present when the new loan is made, unless that impairment substantially deteriorates; and
- if the borrower receives a new Direct Loan, other than a Direct Consolidation Loan, with-in three years of the date that any previous Title IV loan was discharged due to a total and permanent disability, the student must resume payment on the old loan before receipt of the new loan.

In the case of a borrower whose prior loan under Title IV federal financial aid was conditionally discharged after an initial determination that the borrower was totally and permanently disabled based on a discharge request received prior to July 1, 2010-

- The suspension of collection activity on the prior loan has been lifted;
- The borrower complies with all requirements;
- The borrower signs a statement acknowledging the loan that has been conditionally discharged prior to a final determination of total and permanent disability cannot be discharged in the future on the basis of any impairment pre-sent when the borrower applied for a total and permanent disability discharge or when the new loan is made, unless that impairment substantially deteriorates; and

- The borrower signs a statement acknowledging that the suspension of collection activity on the prior loan will be lifted.

A graduate/professional student or parent is eligible to receive a Direct PLUS Loan if the following requirements are met:

- Student completes a current award year Free Application for Federal Student Aid (FAFSA).
- The parent borrower is the student's biological or adoptive mother or father or the student's stepparent if their income and assets are taken into account when calculating the student's EFC
- The parent borrower is borrowing to pay for educational costs of a dependent undergraduate student who meets the requirements for an eligible student.
- The parent borrower provides a social security number for themselves and the student.
- Student or parent borrower meets the requirements pertaining to citizenship and residency.
- Student or parent borrower meets the requirements concerning defaults and overpayments.
- Student or parent borrower is not incarcerated.
- The federal government does not have a judgment lien on the parent's property.
- Complies with the requirements for submission of a Statement of Educational Purpose for the student, except for the completion of a Statement of Selective Service Registration Status.
- Student or parent borrower does not have an adverse credit history.
- Student or parent borrower has an adverse credit history but has obtained an endorser who does not have an adverse credit history; or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist (effective March 29, 2015 - PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Subsequent ISIRs Policy

Overview

The Subsequent ISIRs Policy addresses the University's role in reviewing any Institutional Student Information Record (ISIR) the University receives after awarding a student federal financial aid funds

Policy

The University is required to resolve any discrepancies in federal financial aid related information. Therefore, the University reviews all subsequent Institutional Student Information Record (ISIR) transactions received for a student for the federal processing aid year to identify changes requiring supporting documentation from students.

Subsequent ISIRS

A subsequent ISIR is an ISIR received when a student or other institution changes information after the University has awarded the student federal financial aid funds. The University is required to review any data element change made by the student or other institution which may affect eligibility for federal financial aid or the amount and type of federal financial aid awarded. The University will not make further disbursements of federal financial aid funds until the changes made to a subsequent ISIR are confirmed and/or corrected.

If a subsequent ISIR is received after verification is completed, the University will collect documentation to support the change or correct the ISIR back to the verified information. The University does not accept changes based on marital status updates.

The University will not disburse federal financial aid until all conflicting information has been resolved, even if the conflict concerns a previous award year. The findings are documented in the student's file.

If a subsequent ISIR is received with changes to C Flags and comment codes or the EFC, the University will review and collect the required documents. If a subsequent ISIR is received because the National Student Loan Data System (NSLDS) has provided new or updated information to the University, the NSLDS history is reviewed to determine if changes are needed to existing awards. This information may include indications a student has gone into default or owes an overpayment. It may also indicate a student has resolved a default and is now eligible for federal financial aid funds.

Once the subsequent ISIR is reviewed and eligibility to receive federal financial aid is determined, if necessary, the student will be sent a revised award letter reflecting any changes.

If, after reviewing the subsequent ISIR, it is determined the student is ineligible for federal financial aid, the student is notified via a letter of ineligibility.

Transfer Policy Overview

The Transfer policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

External transfers

Students who transfer to the University with or without accepted credits and who have overlapping academic years (AY's) with a prior school are referred to as external transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the prior school's AY. If the prior school's AY length is less than 30 weeks, the University contacts the prior school to confirm the dates are correct or requests the school correct the dates in common origination and disbursement (COD).

Advancing Programs

Students who graduate from one program at the University and begin another program at the University are students who are advancing programs.

Awarding Federal Aid

In both scenarios listed above, the University will award all federal financial aid (Federal Pell Grant, FSEOG, and Direct Loans) based on a full academic year in the new program at the University. (Refer to the Federal Pell Grant/IASG Policy, Direct Loan Policy, and Campus Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

Students who transfer to the University or advance programs after receiving a Federal Pell Grant at a previous school or in the previous program during the same award year may receive a Federal Pell Grant only if:

1. The student submits a valid SAR to the University; or

2. The University obtains a valid ISIR

A student cannot receive more than his or her scheduled Pell award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student's remaining eligibility, the University uses the following formula:

Pell disbursed at prior school/program = % of Scheduled Award used

The University then subtracts the percentage of scheduled award used from 100 to calculate the maximum percentage of the scheduled award the student may receive at the University. The University determines the Federal Pell Grant Award the student is eligible for by using the following formula:

Maximum % of Scheduled Award Remaining x Scheduled Award at University = Maximum Pell Award

When calculating the student's Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the PPs in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled annual award.

Pell Example: A student received a portion of a Federal Pell Grant at a community college, then transferred to the University during the same federal award year. The community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Federal Pell Grant award.

Pell Data from the Community College

Scheduled Pell award	$3,000
Pell award disbursed	$1,500
Amount of Pell funds returned due to R2T4 calculation	$300

Pell Data from the Community College

Net amount of Pell funds disbursed to student	$1,200

The University's cost of attendance is higher than the community college, which increases the student's scheduled Federal Pell Grant to $4,000 for the federal award year. The University must now determine the student's remaining Federal Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations to Determine Remaining Pell Eligibility

Scheduled Pell Award at the University	$4,000
Percentage of Pell award already used (Net Pell disbursed divided by Scheduled Pell award at prior school)	$1,200 divided by $3,000 = 40%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 40% = 60%
Student's remaining Federal Pell Grant Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 60% = $2,400

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Pell Disbursements at the University

First payment period	$2,000
Second payment period	$400

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP. The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school or in the previous program are considered. If the bal-

ance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements (Refer to the Disbursements Policy for additional information). Direct Loan Example: A student received a portion of a Direct Loan at a community college, then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first year, independent undergraduate student with maximum annual Subsidized Loan eligibility of $3,500 and Unsubsidized Loan eligibility of $6,000.

Direct Loan Data from the Community College

Subsidized Loan originally disbursed	$1,750
Subsidized Loan funds returned due to R2T4 calculation	$0
Net Subsidized Loan funds disbursed	$1,750
Unsubsidized Loan originally disbursed	$3,000
Unsubsidized Loan funds returned due to R2T4 calculation	$1,000
Net Unsubsidized Loan funds disbursed	$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the new AY/LP.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan Eligibility (Annual Subsidized Loan Limit - Net Subsidized Loan funds disbursed)	$3,500 - $1,750 = $1,750
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Net Unsubsidized Loan funds disbursed)	$6,000 - $2,000 = $4,000

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification Policy

Overview

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The ISIR or SAR document received from the CPS will indicate whether the student's application is selected for verification. Once the CPS has selected a student, the University verifies all required student information.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:
- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:
- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:
- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College

- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Students not selected by the CPS or who are exempt from verification, but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the stu-dent's application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are re-viewed and retained as part of the student financial aid file.

Acceptable Documentation V1 and V5

The University is considered to have verified the following verifiable items if selected students retrieved and transferred their income tax return information using the IRS Data Retrieval Process:

- Adjusted gross income
- Federal income taxes paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions
- Tax exempt interest income

Under certain conditions, students, spouses and/or parents will need to submit their IRS Tax Return Transcript for the specified tax year. These conditions are as follows:

- If a student, spouse, or parent has not successfully transferred information from the IRS
- Information included on the FAFSA using the IRS Data Retrieval was subsequently changed
- When a married independent student and spouse filed separate tax returns
- When the parents of a dependent student filed separate tax returns
- When a student or parent had a change in marital status after the end of the specified tax year on December 31
- When the student, parent, or spouse filed an amended tax return

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Individual Unable to Obtain IRS Transcript

If an individual is selected for verification but is unable to obtain a transcript from the IRS, on an exception basis the University will accept a signed copy of the relevant 2016 IRS tax return that was filed with the IRS.

Victims of Identity Theft

Tax filers who have been victims of identity theft are unable to obtain tax information using the IRS data retrieval tool and are unable to receive an IRS tax transcript until the matter is resolved by the IRS. In these instances, the University may accept an alternate transcript known as The Tax Return DataBase View (TRDBV) requested by the tax filer from the IRS as well as a signed and dated statement from the victim stating he/she was a victim of tax-related identity theft and the IRS is aware of this. If a victim is

unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), or any other IRS tax transcript(s) that include all of the income and tax information required to be verified OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that include the change(s) made by the IRS, in addition to one of the items mentioned above.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

Other Tax Returns

If the tax filer filed a tax return with Puerto Rico, the U.S. Virgin Islands, American Sa-moa, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a copy of a transcript of the tax filer containing their tax information, as long as the transcript is available at no charge from that jurisdiction's taxing authority. A signed copy of a filed tax return that was filed with the taxing authority is only acceptable if the tax filer is unable to obtain a free copy of a transcript.

If the student, spouse, and/or parent is a resident of the Republic of the Marshall Is-lands, the Republic of Palau, or the Federated States of Micronesia, the University will accept a copy of the individual's Wage and Tax Statement from each employer that provided such a statement and a signed statement identifying all of the individual's income and taxes for the tax year.

If the filer filed a tax return with a foreign country, the University accepts signed copies of that tax return or other documentation. The income and tax information is converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubisdized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University must accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension, or
- A signed statement by a self-employed individual certifying the amount of the AGI and U.S. income tax paid for the specified tax year
- If applicable, a copy of the IRS's approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for the tax year, and
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017;

Note: If the University receives the transcript, it must reverify the AGI and taxes paid. However, the University may not delay verifying a student's FAFSA in-formation until the tax return is received if the student provides the above documentation.

If the individual has requested a transcript that lists tax account information for the specified tax year and the IRS, a government of a U.S. territory or commonwealth or a foreign central government cannot provide or locate a transcript, the University must accept the following:

- A copy of IRS Form W-2 for each source of employment income received for the specified tax year
- A signed statement by a self-employed individual or an individual that has filed an income tax return with a government of a U.S. territory or commonwealth or a foreign central government certifying the amount of AGI and taxes paid

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. If a W-2 is not available, the University may accept a signed statement explaining the reason the W-2 form is not available as well as the amount earned and the source of income. In addition, the statement must certify confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

The U.S. Department of Education does not require the University to have special knowledge or expertise regarding the U.S. tax code. However, if a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe student was required to file a U.S. tax return, this constitutes conflicting information and must be resolved. The University will require the applicant to submit a "Verification of Non-filing Letter" from the IRS indicating the tax filer did not file an IRS income tax return for the tax year being verified.

Number in Household

The University will accept a signed statement by the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member and the relation-ship of that household member to the student.

Number in College

The University will accept a signed statement from the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the 2018/2019 award year and the name of the educational institution must be listed.

If the University has reason to believe the signed statement is inaccurate, the University will obtain a statement from each institution listed stating the household member in question is, or will be, attending on at least a half-time basis. If the institution the applicant is attending determines such a statement is not available because the house hold member in question has not registered at the institution he or she plans to attend; or the institution has information indicating the house-hold member in question will be attending the same institution as the student, a statement is not required.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

High school diploma-

- A copy of the student's high school diploma;
- A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or

Recognized equivalent of a high school diploma-

- General Educational Development (GED) Certificate
- California High School Proficiency Examination (CHSPE) Certificate
- HiSET Completion Certificate
- Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
- A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
- An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: In cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his/her

completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational pur-pose/identity:

- An unexpired, valid government-issued photo identification, such as a driver's license or pass-port
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
  - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information un-less the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, any Pell funds disbursed prior to selection will be returned by the University on the student's behalf.

Completing Verification

When the University has obtained all necessary verification documents from the stu-dent, the documentation is compared to the ISIR/SAR record. If the verification pro-cess shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.

If the University has reason to believe a student is trying to avoid completing verification requirements and/or suspects potential fraud, the University will investigate the reasons of the stu-dent and not award federal financial aid funds for the payment period. If resolution cannot be reached, the student will lose eligibility for funds within that award year. In addition, based on the outcome of the University's investigation, any credit information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG).

If a student was selected for Verification Group V1 and does not complete verification, and the University disbursed unsubsidized or PLUS loans to the student/parent, the unsubsidized and PLUS loan aid that was disbursed may be kept.

Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

Interim Disbursements

The University will not make any interim disbursements during the verification process.

Change in Marital Status

The University will not update a student's dependency status based on a change in marital status. However, if the student can provide documentation showing support of the spouse or others of more than 50%, those persons may be included in the student's household size.

Using a Joint Tax Transcript to Determine Individual AGI and Taxes Paid

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- Applicable Federal tax year transcripts,
- W-2 Forms, and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The university will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name

- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

The University completes the verification process before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Pell award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or if a selected transaction has a CPS transaction pro-cess date that is after the date the student was withdrawn from the University.

Verification Timelines

The University will require Pell, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken as required based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student in writing of verification requirements and time-lines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation

- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed time-lines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

The University administers crossover payment periods in a way that best benefits the students. If a student is selected for verification in one award year and the payment period crosses over into another award year in which the student is not selected for verification, the University will first request verification documents from the oldest award year. If the student does not complete verification within the required verification deadlines, and the subsequent award year in the crossover period is not selected for verification, the University will use the subsequent award year to award federal financial aid funds.

Additionally, if the student is selected for verification for both award years and only documents for the subsequent award year are submitted, the University will proceed with verifying and awarding based on the subsequent award year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for the verification process still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after ceasing to be enrolled at the University

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- the spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the stu-dent's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an effected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly, and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified

- The University will waive the requirement of a signed parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student's parents was available to provide the statement.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities.
American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in School of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for School of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student ecampus website at: http://ecampus.phoenix.edu.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

STUDENT CODE OF CONDUCT

The University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Title IX and Violence Against Women Act Policy

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation t o abide by the Student Code of Conduct. Conduct on or off campus which is determined to impair, interfere with, or obstruct the opportunities of others to learn, or which disrupts the mission, processes, or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.

2. Harassment/discrimination that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking.

4. Stalking (not otherwise specified in number 3 above) or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.

5. Disruptive behavior that hinders or interferes with the educational process.

6. Failure to promptly comply with any reasonable directive from faculty or University officials.

7. Failure to cooperate in a University investigation.

8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.

10. Failure to maintain confidentiality and respect for the privacy of personal or professional information communicated about clients, one's employer, other students, or their employers.

11. Falsification, alteration, or invention of information, including, but not limited to, any third party document used to apply for financial aid or lying during a University investigation.

12. Violation of the policy on Acceptable Computer Use for Faculty and Student.

13. Hazing (any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

14. Violation of federal, state, or local laws or regulations that impacts the University's educational environment.

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and approval with an Office of Dispute Management Senior Manager, Director, or Vice President.

2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.

a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.

a. Designated University Official Definition:

i. Academic Violations - representative from the student's college;

ii. Behavioral Violations - Director of Grievances and Appeals

iii. Record Violations - Registrar or designee from the Registrar's Office

b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension).

4. Processing Student Response -

a. A student response admitting guilt will be sent to the desig-

nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University

official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or

2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. Plagiarism - Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or

sharing of work.

    d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's work.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgment of that source. Fabrication includes citing sources that the student has not actually used or consulted.

4. Unauthorized assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise or the completion of an academic exercise by someone other than the student. This includes, but is not limited to, providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

5. Misrepresentation - Falsely representing the student's situation to faculty; for example when justifying an absence or the need for an incomplete grade or requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

6. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

    a. For more information, refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies. Students may also access the University's Copyright Infringement and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.

An alleged violation of the Student Code of Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough and impartial review process.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking will be forwarded to the University's Title IX Coordinator, Camie Pratt, Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investigation Procedures and Protocols.

    a. Interim and protective measures - refer to Title IX/VAWA Policy - 3.5 Interim and Protective Measures (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf)

2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing

    a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the Respondent will be provided. Note: A Warning Letter is not appealable.

3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).

    a. Failure of a respondent to respond to the Charging Letter will result in suspension from the University following completion of the current course if the respondent is actively attending classes and is not subject to immediate suspension.

4. Processing Respondent Response -

    a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

    b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.

        i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and / or present written witness statements for inclusion in the Title IX Case Packet.

        ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint,

        NOTE: If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator, or Deputy Coordinator).

        iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM).

        iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one representative of the college. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.

        v. The Title IX Committee will use the preponderance of the

evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation

viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the complainant and/or respondent, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

a. Parties are able to present evidence for the committee's review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee's deliberations, the Case Packets are destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

c. Any decision which affects a Respondent's enrollment or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC).

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:

a. A procedural error occurred,

b. New information exists that would substantially change the outcome of the finding, or

c. The sanction is disproportionate with the violation

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the

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School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, School of Nursing.

The School of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct
   Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. American Nurses Association (ANA) Code of Ethics for Nurses
   The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: http://www.nursingworld.org/codeofethics

3. Nurse Practice Act (by state)
   Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: https://www.ncsbn.org/nurse-practice-act.htm

4. ANA Principles for Social Networking and the Nurse
   ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: http://www.nursingworld.org/principles

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct

or Professional Standards.

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.

   a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

   b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Humanities and Sciences Counseling and Human Services Programs

Candidates in College of Humanities and Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Humanities and Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Humanities and Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.

7. The candidate values human diversity and shows respect for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or

counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of assignments.

12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's

affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.

10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.

12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the

Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.

2. The administrator candidate values and is committed to life-long learning for self and others.

3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.

4. The administrator candidate is committed to establishing a safe and supportive learning environment.

5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.

6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

8. The administrator candidate believes in involving stakeholders in order to work toward common goals.

9. The administrator candidate values and is committed to timely communication to inform the community and public.

10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.

11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.

12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.

13. The administrator candidate believes that risks must be taken to improve schools.

14. The administrator candidate believes and is committed to continual school improvement.

15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the academic catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Camie Pratt, Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in the academic catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in the academic catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in the academic catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in the academic catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in the academic catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in the academic catalog.

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as pos-

sible. All parties will have the opportunity to attend and partici-pate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all media-tions, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties can-not mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Associa-tion ("AAA"). Except as provided in this Agreement, the arbitra-tion shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct ade-quate civil discovery, bring dispositive motions, and present wit-nesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be for-feited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitra-tion, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of gen-eral jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

4. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in per-son, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Proce-dure and applicable federal common law.

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, con-tent, or results of any arbitration hereunder without the prior writ-ten consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pur-suant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Educa-tion by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Stu-dents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN).

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ACADEMIC POLICIES

Academic Advisement

All students are provided an assigned Academic Counselor from the start of their first class until after graduation to collaborate with on the development of their individualized academic plans, assist with educational milestones, and maintain a commitment to earn a degree. Academic Counselors ensure that students have the information they need to make informed decisions and educate students regarding the requirements, policies, and procedures of their academic program. Additional services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Guidance on degree completion progress and options may also be discussed with an Academic Counselor at any time throughout the student's degree program.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student's Enrollment/Disclosure Agreement defines the student's curriculum and degree requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class .

The Enrollment/Disclosure Agreement must be signed within 90 days of Admission Application or Program Change Addendum.

A Social Security Number is required to be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification Form if the student prefers to have the Social Security Number omitted from the student's education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Admission Statuses

There are thirteen types of admission statuses at the University of Phoenix representing a student's standing: Applicant, Orientation Pending, Admitted with Condition, En-Route Credential, Admitted, Deferred Admission, Graduate Provisional, Applicant International Credentials, Non-Degree, Denied for Cause, Denied Admission, Admission Deadline Exceeded, and Re-Entry. Applicants to certain degree programs are permitted to begin their course of study under Applicant, Applicant with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are

reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Applicant (RR) Status

Students qualify for Applicant status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant status.

Orientation Pending (OP) Status

Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Admitted with Condition (AC) Status

Undergraduate degree applicants participating in a university sponsored trial period will be granted Admitted with Condition admission status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on Admitted with Condition (AC) admission status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted

En-route Credential (EC) Status

Students who are pursuing an en-route credential on the way to earning a higher level degree program will be placed on En-route Credential (EC) admission status for the lower level program being earned en-route. Student's admissibility as a regular student will be enforced and maintained under the degree program of pursuit associated with the student's enrollment agreement.

Admitted (AM) Status

The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant's admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file.

Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified for Admission) student academic status.

Applicant International Credentials (RI) Status

Students using copies of international academic credentials qualify for Applicant International Credentials status upon completion of the application for admission and payment of the application fee (if applicable). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant International Credentials status.

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause (DC) Status

Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed on Denied for Cause status (DC) and will be administratively withdrawn from the university.

Denied Admission (DN) Status

Applicants who do not meet the minimum requirements for admission to a program will be placed on denied admission status and be administratively withdrawn from the university.

Admission Deadline Exceeded (DE) Status

Students who are unable to attain admitted status by the completion of their fourth university course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the University.

Re-entry Required (RE) Status

Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for the amount of time designate by the re-entry policy will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

DA status results when provisionally-admitted students fail to achieve the minimum-required grade point average (GPA) at the conclusion of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and   may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)

AD results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

SD status results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript. Students placed on SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

SS status occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the allocated period of time for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

EX status occurs when a student is administratively withdrawn from the University and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP)

Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)

Student is withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)

Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)

Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)

Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
- 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Enrollment Status

The University recognizes the following enrollment statuses:
Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.

Enrollment Status	Code	Definition
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in his/her program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

On-Camera Conduct Policy

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited, to children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the respective policies.

Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade.

- The student's final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

- Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

IP = IN PROGRESS An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA).

- A new IX course completion date must be determined by the Disability Services Advisor.

- Students who are approved for reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67

Grade	Quality Points	Grade	Quality Points
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

A course which is repeated or replaced with equivalent coursework will no longer be applicable for credit, the course will not be calculated into the grade point average, and the most recent course will be applied and calculated in its place.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and

transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Office of Admissions and Records.

Grade Disputes and Grade Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance to academic policies, whose decision is final, unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to the student being degree conferred.

Program and Modality Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

Graduation Application and Credential Conferral

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic

and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a graduation application in order to be considered for official credential conferral.

Following credential conferral, the University will issue one diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a program grade point average of 3.85 or higher will graduate with "Honors". The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held by the majority of campuses.

Students who have met all of the requirements and completed a degree program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet

the requirements as outlined below.
- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate students- successful completion of all but 6 credits
  - Bachelor's and Master's students- successful completion of all but 9 credits
  - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

Degree seeking students who meet the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

All Bachelors level students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years

Program	Years for Completion
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student's program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

- A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

Re-entry students who return to the same program version will have a new program completion deadline calculated if that program version is still active and available for new enrollments and is the most current version in the student's state or jurisdiction. Re-entry students who return to a program that is not accepting new enrollments and/or is not the most current version available in their state or jurisdiction will be held to their original program completion deadline.

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered Non-degree students and will be enrolled under the Non-degree (ND) admission status.. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:
- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an Extension program code for a College or non-credit bearing courses that are part of a program code from the School of Continuing Education.

Enrollment of international students into non-degree courses in

any of the three categories will only be made as permitted by U.S. law. University of Phoenix will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Registrants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the registrant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, Non-Degree students must meet the following academic preparedness requirements:(E1, E3)

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.(E4)
  - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement. (E5)
- Students who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the enrollment paperwork.
  - Have been granted asylum or refugee status
  - Have a valid F1 Visa
- Students who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
  - have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
  - have been completed with a grade of "C" or better or comparable passing benchmark
  - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from University of Phoenix or other institutions.

Non-Degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree student who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits towards an undergraduate degree required course of study completed after admission into the degree program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Humanities and Sciences Individual Counseling Non-Degree Courses

Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Health Professions, School of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN transfer partner institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Partnership Transfer Pathway Guides.

RN-BSN Transfer Partner Institution CEP's

RN-BSN Pathway Partnership CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP

courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

School of Advanced Studies Individual Doctoral Non-Degree Courses

Non-Degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and regis-

tration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall

class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **PhoenixLink™**Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™is where you'll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University's alumni mentor database.
- View career planning and development resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest®and Twitter®online communities.

- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni/events
- **Phoenix Focus** - Be in the know with Phoenix Focus, your alumni magazine, featuring alumni profiles, career advice and in-depth articles to inspire you. Read the latest edition of Phoenix Focus at alumni.phoenix.edu/pf.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to alumni@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the eCampus portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
800.795.2586
E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
instagram.com/uopxalumni
linkd.in/uopxalumni
pinterest.com/uopx
twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and
- All other program specific admission requirements must be met.

An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-

pletion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after

their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

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* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements

Phoenix Success Series Categories	Credits	Course Selection
Psychology	3	PSY 110
College level research and writing	6	ENG 100 ENG 200
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201 ....3 credits
Foundations for University Success
PSY 110 ~...3 credits
Psychology of Learning
ENG 100 ~..3 credits
Critical Reading and Composition
HUM 115 ~ ....3 credits
Critical Thinking in Everyday Life
FP 100 ~...3 credits
Everyday Economics and Finance
ENG 200 ~..3 credits
Research and Rhetoric

- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-year Sequence.
  - Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195 .... 3 credits
Foundations of University Studies

COM 170 ~ .... 3 credits
Elements of University Composition and Communication I

COM 172 ~ .... 3 credits
Elements of University Composition and Communication II

HUM 114 ~ .... 3 credits
Critical Thinking and Creative Problem Solving

PSY 211 ~ .... 3 credits
Essentials of Psychology

SCI 163 ~ .... 3 credits
Elements of Health and Wellness

FP 120 ~ .... 3 credits
Essentials of Personal Finance

- SOC 110 is an optional course that may be taken prior to the completion of the First-Year Sequence. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, First-Year Sequence course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - National Testing Programs
  - ACE evaluated Military credits.
- Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information for their program after the applicable required course of study. Students requesting course waivers must have formal written requests submitted to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses requested to be waived, the courses to be transferred into the required course of study, and the university where the transfer courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Humanities and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society.

Undergraduate general education requirements emphasize the

mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communication, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is taken to satisfy graduation requirements, the courses taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

General Education Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain knowledge, skills and abilities within the various general education categories. Therefore, students
should be able to demonstrate the following learning outcomes by the time they complete their general education requirements:

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.
- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

Liberal Arts Components

The curriculum within the General Education Program is comprised of traditional liberal arts categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to a breadth of content essential to a baccalaureate experience, and the categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program
Course work in Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program

Course work in English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program

Course work in social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program

Course work in social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program

Course work in humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credits requirements vary by program

Course work in fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program

Course work in science/technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary, credit requirements vary by program

To fulfill this requirement, students may select additional general education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix offers Prior Learning Assessment (PLA) as an option by which students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and Experiential Learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcripted for academic college-level

credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List.

University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University's Colleges, Schools, or the Provost's Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.

With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays.

Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

Corporate Partnerships- Credit Recommendation Guide

The University will endeavor to create Corporate Partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG).

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/ seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established corporate partnerships can be viewed at http://www.phoenix.edu/ admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment.html.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Program Length

Associate Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 90 to 104 weeks, Health Services Administration - 90 to 108 weeks, Humanities & Sciences - 93 to 109 weeks, Information Systems & Technology - 90 to 114 weeks, Business - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 206 to 220 weeks, Health Services Administration - 200 to 204 weeks, Nursing - 202 to 215 weeks, Humanities & Sciences - 200 to 225 weeks, Information Systems & Technology - 200 to 207 weeks, Business - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

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The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Bachelor of Science in Criminal Justice Administration

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The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specialty coursework in criminal justice services. Students will receive core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections then advance to emphasis courses within the broad domains of criminal justice.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will exhibit critical thinking and problem solving skills as they apply to criminal justice settings.
- Students will demonstrate a competency in communication and collaboration within diverse populations throughout the criminal justice profession.
- Students will apply information literacy and utilization relevant to the criminal justice profession.
- Students will gain a global perspective of ethics and cultural diversity aspects within the broad domain of the criminal justice structure.

- Students will demonstrate the application of quantitative and qualitative research methods to collect and analyze data, expressing the relationship between research, theory, and practice in the criminal justice profession.

Preferred Sequence and Prerequisites for the BSCJA - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 241 ~ .... 3 credits
Introduction to Police Theory and Practices
CJS 251 ~ .... 3 credits
Introduction to Criminal Court Systems
CJS 255 ~ .... 3 credits
Introduction to Corrections
CJS 211 ~ .... 3 credits
Ethics in Criminal Justice
CJS 221 ~ .... 3 credits
Cultural Diversity in Criminal Justice
CJS 231 ~ .... 3 credits
Criminology
CJS 245 ~ .... 3 credits
Juvenile Justice Systems and Processes
CJA 305 ~ .... 3 credits
Criminal Law
CJA 315 ~ .... 3 credits
Criminal Procedure
CJA 325 ~ .... 3 credits
Criminal Organizations
CJA 335 ~ .... 3 credits
Research Statistics
CJA 345 ~ .... 3 credits
Research Methods and Evaluation
CJA 355 ~ .... 3 credits
Grant Writing
CJA 365 ~ .... 3 credits
Budget, Finance, and Planning
CJA 375 ~ .... 3 credits
Interagency Communication
CJA 385 ~ .... 3 credits
Criminal Justice Policy Analysis & Program Evaluation

Upper Division Criminal Justice Electives, 18 credits

Students must take the following:

CJA 484 ~ .... 3 credits
Criminal Justice Administration Capstone
Students may satisfy the 18 credit Upper Division Criminal Justice Electives using the courses below and their respective equivalencies, including students earning an Associate of Arts in Criminal Justice en-route. Students earning a certificate en-route will fulfill the 18 credit

Upper Division Criminal Justice Electives using the certificate coursework.

Students choose five of the following:

BCC 395 ~...3 credits
Contemporary Issues and Futures in Cybercrimes

BCC 400 ~...3 credits
Information Systems Fundamentals

BCC 401 ~...3 credits
Cybercrimes in the 21st Century

BCC 402 ~...3 credits
Cybercrime and Role of Law Enforcement Security Personnel

BCC 403 ~...3 credits
Global Technology and Cybercrime

BSS 395 ~ ....3 credits
Contemporary Issues and Futures in Security

BSS 480 ~ ....3 credits
Risk Management Perception and Communication

BSS 481 ~ ....3 credits
Counterterrorism Intelligence and Analysis

BSS 482 ~ ....3 credits
Securing Critical Infrastructure and Cyberspace

BSS 483 ~ ....3 credits
World View of Homeland Security

CJA 395 ~...3 credits
Current Issues/Futures in Criminal Justice Management

CJA 444 ~...3 credits
Organizational Behavior and Management

CJA 454 ~...3 credits
Criminal Justice Management Theory and Practice

CJA 474 ~...3 credits
Managing Criminal Justice Personnel

CJA 475 ~...3 credits
Forecasting and Strategic Planning

CJHS 395 ~ ....3 credits
Issues and Futures in Human Services in Criminal Justice

CJHS 400 ~ ....3 credits
Theory and Practice: Human Services in Criminal Justice

CJHS 410 ~ ....3 credits
Mental Health and Crisis Interventions in Criminal Justice

CJHS 420 ~ ....3 credits
Case Management and Services Provided in Criminal Justice

CJHS 430 ~ ....3 credits
Collaborative Services in Criminal Justice

The University reserves the right to modify the required course of study.

The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSCJA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and an upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts in Criminal Justice
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.

- Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 48 credits
  - Upper Division Criminal Justice Electives - 18 credits
  - Electives - 9 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSCJA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive a maximum of 12 lower division credits from the required course of study.

Students earning a Criminal Justice Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 15 upper division credits that can be waived in the BSCJA required course of study by meeting the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students earning a Criminal Justice Certificate en-route must use

the certificate coursework to fulfill the 18 credit Upper Division Criminal Justice Electives requirement.

Students not earning an additional credential or earning an Associate of Arts in Criminal Justice en-route may satisfy the 18 credit Upper Division Criminal Justice Electives requirement through the following means:

- Choose from a selection of University of Phoenix Upper Division Criminal Justice courses, which must include CJA 484.
- Upper Division Criminal Justice transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better or comparable passing benchmark for nontraditional credits.

The following course in the Required Course of Study may not be waived: CJA 385, CJA 484

General Education Requirements for the BSCJA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 9 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSCJA for Students Obtaining an Associates En-Route Credential

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Effective for Enrollment Agreements sign 6/1/2016 or later, must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences
Must include: CJS 215

Humanities, 6 credits
Must include: GEN 201

Pathway B must include: 3 credits in critical thinking

Social Science, 9 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Must include: CJS 235

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits
Must include: CJS 205

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Correctional Program Support Services

The following Bachelor of Science in Correctional Program Support Services (BSCPSS) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Correctional Program Support Services undergraduate degree at University of Phoenix is focused on developing professional intervention, facilitation skills and foundational competencies specifically for students working with a forensic population. The program provides instruction in correctional assessment, case management, facilitation skills, systems of therapeutic intervention, and reintegration strategies. This program does not lead to an industry certification or license.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscpss.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to identify signs and symptoms of mental illness and provide intervention techniques to mitigate risk.
- Students will be able to articulate key aspects of the historical development of correctional institutions by analyzing the various theories of criminal behavior.
- Students will be able to analyze available institutional and postrelease programs and services aimed at reducing recidivism.
- Students will be able to identify ethical, legal, and behavioral challenges faced by correctional personnel in culturally diverse adult/juvenile populations.
- Students will be able to integrate effective communication skills that are unique to correctional institutions for reviewing and preparing records and reports.
- Students will be able to analyze correctional institutions to positively affect public safety and be in compliance with state and federal law.
- Students will be able to distinguish various substance abuse issues in order to assess, refer, and intervene with correctional populations to enhance health, safety, and security.
- Students will be able to analyze various types, classifications, causal factors and unique security and programmatic needs of sexual offenders in order to recommend treatment options to aid in rehabilitation.

Program Purpose

The Bachelor of Science in Correctional Program Support Services is an educational degree program that provides a foundation of knowledge in the field of correctional program support services. This program does not prepare students for any type of professional certification or licensure as a correctional officer, social worker or counselor.

Preferred Sequence for the BSCPSS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CPSS 210 ~ .... 3 credits
Introduction to Criminal Justice

CPSS 215 ~ .... 3 credits
Survey of Corrections in the United States

CPSS 225 ~ .... 3 credits
Survey of Correctional Program Career Opportunities

CPSS 235 ~ .... 3 credits
Working with the Juvenile Justice System

CPSS 240 ~ .... 3 credits
Foundations of Criminal Behavior

CPSS 300 ~ .... 3 credits
Working with the Correctional Population

CPSS 315 ~ .... 3 credits
Social Psychology

CPSS 330 ~ .... 3 credits
Essentials of Communication in Corrections

CPSS 370 ~ .... 3 credits
Intake, Assessment, and Classification

CPSS 385 ~ .... 3 credits
Case Planning and Case Management

CPSS 395 ~ .... 3 credits
Program Facilitation Skills

CPSS 400 ~ .... 3 credits
Institutional and Community-Based Programs

CPSS 405 ~ .... 3 credits
Working with Sex Offenders

CPSS 410 ~ .... 3 credits
Overview of Mental Health in Criminal Justice

CPSS 415 ~ .... 3 credits
Working with Juvenile Offenders

CPSS 420 ~ .... 3 credits
Issues of Substance Abuse and Addiction

CPSS 430 ~ .... 3 credits
Maintaining Boundaries and Self-Care

The University reserves the right to modify the required course of study.

General Information for the BSCPSS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCPSS

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- No work experience and/or current employment is required for this program.
- Signed Acknowledgement Form
- A signed Professional Non-Academic Requirement Addendum Form.

Degree Requirements for the BSCPSS

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 54 credits
  - Required Course of Study - 51 credits
  - Upper Division Correctional Program Support Services Electives - 9 credits
  - Electives - 6 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
  Bachelor of Science in Correctional Program Support Services

General Education Requirements for the BSCPSS

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher
Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits

Interdisciplinary Requirements, 18 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
• University of Phoenix coursework
• Activity that is acceptable in transfer to the University
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSCPSS
• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSCPSS
• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
•
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

• The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
• The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
• Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
• Students in this program may waive a maximum of 24 credits from their required course of study.
• Students may fulfill a maximum of 30 credits through their Peace Officer Standards and Training (POST) Certification, by submitting their certification documents through Prior Learning Assessment. POST credits not applied as waivers in the required course of study may be applied to interdisciplinary and elective components.
• The nine credit Upper Division Correctional Program Support Services (CPSS) Elective requirement may be satisfied by the following means:
  • University of Phoenix Upper Division CPSS Electives.
  • Upper division transfer coursework that has been approved through a course waiver request.
• The following courses in the Required Course of Study may not be waived: CPSS 225, CPSS 400

Re-entry for the BSCPSS

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

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SCHOOL OF BUSINESS

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We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:

- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

The Bachelor of Science in Business

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The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.

- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
    - Finance
    - Marketing
    - Information Systems
    - Research Methodologies
    - Economics
    - Business Law
    - Management
    - Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ .... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ .... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ .... 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ .... 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ .... 3 credits
Principles of Accounting I

ACC 291 ~ .... 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ .... 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ .... 3 credits
Principles of Microeconomics

ECO 372 ~ .... 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ .... 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ ....3 credits
Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Financial Planning Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Small Business Management and Entrepreneurship Certificate
  - Project Management Certificate
  - Human Resource Management Certificate
  - General Management Certificate
  - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
  - General Education - 45 credits
  - Required Course of Study (BSB) - 39 credits
  - Upper Division Business/Management Electives - 18 credits
  - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective

course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Requirement, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Previously completed Graduate UOPX Business/Management coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date .
- The following course(s) may not be waived: BUS 475

MBA Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits

Management

HRM 531 ~ .... 3 credits

Human Capital Management

LAW 531 ~... 3 credits

Business Law

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

California Students:

**The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam Specific coursework in ethics study must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.
- Students will apply financial accounting principles to record and communicate measureable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ ....3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ ....3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ ....3 credits
Principles of Accounting I
ACC 291 ~ ....3 credits
Principles of Accounting II
ACC 295 ~ ....3 credits
Principles of Accounting I for Accountants
ACC 296 ~ ....3 credits
Principles of Accounting II for Accountants

Management, 6 total credits

PHL 320 ~ ....3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ ....3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ ....3 credits
Principles of Microeconomics
ECO 372 ~ ....3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ ....3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ ....3 credits
Finance for Business

Strategy, 3 total credits

BUS 475 ~.. 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~... 3 credits
Cost Accounting
ACC 350 ~... 3 credits
Cost Accounting for Accountants

Intermediate Accounting, 9 total credits

ACC 421 ~... 3 credits
Intermediate Financial Accounting I
ACC 422 ~... 3 credits
Intermediate Financial Accounting II
ACC 423 ~... 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:
ACC 455 ~... 3 credits
Corporate Taxation
ACC 456 ~... 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~... 3 credits
Government and Non-Profit Accounting
ACC 466 ~... 3 credits
Advanced Accounting

Auditing, 6 total credits

ACC 491 ~... 3 credits
Contemporary Auditing I
ACC 492 ~... 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~... 3 credits
Advanced Topics in Accounting Research
ACC 498 ~... 3 credits
Advanced Topics in Accounting Research Capstone
The University reserves the right to modify the required course of
study.

General Information for the BSACC

- First time attendees with the University who indicate less than
24 previous college credits (as recognized by the university) on
the admission application and who meet the requirements for
"Admitted with Condition" status, will be admitted with
condition to this program according to the risk free period
policy.
  - Prior Learning Assessment and credits earned through
National Testing Programs are excluded from the calculation
of previous college credits.
- Applicants who have not previously completed an associate
degree or higher at a regionally or approved nationally
accredited institution must complete a Pathway Diagnostic
before enrolling into their first credit-bearing course. The results
of the diagnostic will determine placement in Pathway A or
Pathway B.

- Students who have completed an associate degree or higher at a
regionally or nationally accredited institution are not required to
complete the Pathway Diagnostic and will be placed in Pathway
A.
- Students who are placed in Pathway A may choose to complete
courses from Pathway B and will not be required to change
pathways. Students who are placed in Pathway B must appeal
to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are
approved in their state or jurisdiction en-route to completing the
bachelor degree. Students must sign and submit the enrollment
agreement that corresponds with the unique combination of
desired credentials to be earned. Possible credentials include an
associate degree. Listed below are all of the possible en-route cre-
dentials:

- Associate of Arts with a Concentration in Business
Fundamentals

Students may apply for conferral of an en-route credential upon
meeting the following program requirements:

- Successful completion of all the courses outlined in the
enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by
completing a new enrollment agreement reflecting the new selec-
tion of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions
requirements:

- Applicants to a program that requires the Pathway Diagnostic
may demonstrate potential readiness to pursue undergraduate
studies at the University by meeting one of the following
requirements:
  - Completion of the Pathway Diagnostic demonstrating a
level of proficiency as defined by the University. The results
of the Pathway Diagnostic will determine the placement of
the applicant in the appropriate degree pathway for their
degree program.
  - Completion of an approved University Developmental
Pathway within 1 year from the date of application for
applicants that do not demonstrate a level of proficiency as
defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a
candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
(California High School Proficiency Examination) certificate, or
completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work
environment.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the
following distribution:
  - General Education - 45 credits
  - Required Course of Study - 66 credits
  - Electives - 9 credits
- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as:
Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework

• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSACC

• Students in this program may waive a maximum of 30 credits from their required course of study.

• The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475, ACC 498

Re-entry for the BSACC

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

• Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.

• Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.

• Students will evaluate communication effectiveness in the workplace.

• Students will assess the historical foundations of communication in order to forecast trends in contemporary society.

• Students will apply ethical principles to all communication channels and strategies.

• Students will recognize the legal implications of the use of all types of communication.

• Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~ ....3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~ ....3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~ .... 3 credits
Foundations of Mass Communication
BSCOM 410 ~ .... 3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ .... 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~ .... 3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~ .... 3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~ .... 3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~ .... 3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~ .... 3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~ .... 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~ .... 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~ .... 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 39 credits
  - Upper Division Communication Electives - 18 credits
  - Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework
• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BS/COM

• Students in this program may waive a maximum of 12 credits from their required course of study.
• The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:
    • Upper Division UOPX Communication coursework.
    • Previously completed Graduate UOPX Communication coursework.
    • Upper Division Certificate approved in the student's state or jurisdiction.
    • Upper Division or Graduate Communication transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.
• The following courses in the Required Course of Study may not be waived: BSCOM 485

Re-entry for the BS/COM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, network and cloud infrastructure, database design and integration, cybersecurity, programming and other supporting IT principles. The program provides the opportunity to specialize through the selection of coursework and/or University of Phoenix certificates, aligned to industry certifications, to support IT career goals.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Business Information Systems: Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Network and Cloud Infrastructure: Students will be able to design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation.
- Database Design and Integration: Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Cybersecurity: Students will be able to implement cybersecurity solutions that comply with global governance best practices.
- Programming: Students will be able to demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Core Topics, 6 total credits

CIS 207 ~ *Pre-requisite applies to Pathway B only* .... 3 credits
Information Systems Fundamentals
CMGT 410 ~ .... 3 credits
Project Planning & Implementation

Business Systems, 9 total credits

BSA 375 ~.. 3 credits
Fundamentals of Business Systems Development
DAT 380 ~.. 3 credits
Advanced Database Architecture
DAT 390 ~.. 3 credits
Database Integration with Other Systems

Networking, 6 total credits

CYB 205 ~ .... 3 credits
Infrastructure Administration
NTC 362 ~.. 3 credits
Fundamentals of Networking

Data Management, 6 total credits

DAT 210 ~.. 3 credits
Data Programming Languages
DAT 305 ~.. 3 credits
Data Structures for Problem Solving

Cybersecurity, 9 total credits

CYB 100 ~ .... 3 credits
Cyber Domain
CYB 110 ~ .... 3 credits
Foundations of Security

CMGT 400 ~..3 credits
Intro to Information Assurance & Security

Programming, 6 total credits

CYB 130 ~..3 credits
Object-Oriented Scripting Language
PRG 211 ~..3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits

BSA 425 ~..3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSIT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:

- Associate of Arts Concentration in Information Technology
- Advanced Networking Certificate (Undergraduate)
- Advanced Cyber Security Certificate (Undergraduate)
- Advanced Software Developer Certificate (Undergraduate)
- Advanced Virtualization Administration Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA

- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement
- Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.
  Students utilizing this policy will need to meet the following conditions:
  - Satisfy Pathway A entry course sequence (GEN/201), unless otherwise stated in policy.
  - Satisfy the MTH/220 General Education requirement.
  - Complete a minimum of 18 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.
  - Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT 009 program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 42 credits
  - Required Course of Study - 45 credits
  - Upper Division Information Systems and Technology Electives - 18 credits
  - Electives - 15 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.

- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.
-
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- Students in this program may waive a maximum of 21 credits from their required course of study.
- The 18 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper Division or Graduate IS&T UOPX coursework.
  - Previously completed Graduate coursework from the College of IS&T.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better.
  - Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.

- Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
- Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF HEALTH PROFESSIONS
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University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

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School of Health Services Administration
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As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

The Bachelor of Science in Health Administration
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The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will be able to analyze a health care organization from a market-based perspective.
- Learners will be able to analyze financial issues in the health care industry.
- Learners will be able to explain the application of risk and quality management concepts in the health care industry.
- Learners will be able to analyze the utilization and application of technology within a health care organization.
- Learners will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ .... 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ .... 3 credits
Business Communication Skills for Health Care Professionals

HCS 235 ~ .... 3 credits
Health Care Delivery in the U. S.

HCIS 140 ~ .... 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses
HCS 305 ~ .... 3 credits
Health Care Professional Development

HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility

HCS 325 ~ .... 3 credits
Health Care Management

HCS 370 ~ .... 3 credits
Organizational Behavior

HCS 341 ~ .... 3 credits
Human Resources in Health Care

HCS 380 ~ .... 3 credits
Health Care Accounting

HCS 385 ~ .... 3 credits
Health Care Finance

HCS 490 ~ .... 3 credits
Health Care Consumer - Trends and Marketing

HCS 457 ~ .... 3 credits
Public and Community Health

HCS 483 ~..3 credits

Health Care Information Systems

HCS 451 ~..3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~..3 credits

Health Care Research Utilization

HCS 499 ~..3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The School of Health Service Administration recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~..3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~..3 credits

Facility Planning

HCS 455 ~..3 credits

Health Care Policy: The Past and the Future

HCS 456 ~..3 credits

Risk Management

HCS 475 ~..3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~ ....3 credits

Project Planning and Implementation in Health Care

BSA 376 ~ ....3 credits

Systems Analysis and Design

NTC 361 ~ ....3 credits

Network and Telecommunications Concepts

DBM 381~ ....3 credits

Database Concepts

HCIS 420 ~ ....3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~ ....3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~ ....3 credits

The Management of Retail Health Clinics

RHM 430 ~ ....3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~ ....3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~ ....3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~ ....3 credits

Introduction to Lifespan Management

LSM 412 ~ ....3 credits

Management within the Lifespan Industry

LSM 417 ~ ....3 credits

Regulations in Lifespan Management

LSM 423 ~ ....3 credits

Financial Strategies for Lifespan Management

LSM 429 ~ ....3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Long Term Care Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSHA

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSHA) - 51 credits
  - Upper Division Health Administration Electives - 15 credits
  - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
Science and Technology, 6 credits
Must include: HCS 245
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 .... 3 credits
Systems Thinking in health care environments
MHA 507 .... 3 credits
Leveraging informatics in the health sector
MHA 508 .... 3 credits
Navigating the regulatory environment in health care
MHA 542 .... 3 credits
Leading with authenticity in the health sector
MHA 560 .... 3 credits
Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.
  The 24 general education credits must consist of:
  - 6 credits in Communication Arts
  - 3 credits in Humanities
  - 6 credits in Social Science
  - 3 credits in Science/Technology
  - 3 credits in Physical/Biological Science
  - 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  - HCS 499 Health Care Strategy Capstone

- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in

Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

This program is a post-licensure nursing program designed for nurses with current RN licensure who wish to obtain a bachelor's of science degree in nursing. The program is designed to expand knowledge in the areas of nursing science evidence and theory in order to apply current evidence-based knowledge to increase quality of patient outcomes and health systems. The program targets relevant content to align with many industry standards, which permits graduates to be influential leaders within the nursing profession.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302..3 credits

Professional Contemporary Nursing Role and Practice

NSG 416 ~ ....3 credits

Theoretical Development and Conceptual Frameworks

HSN 376 ~ ....3 credits

Health Information Technology for Nursing

NSG 451 ~ ....3 credits

Professional Nursing Leadership Perspectives

NSG 456 ~ ....3 credits

Research Outcomes Management for the Practicing Nurse

NSG 426 ~ ....3 credits

Integrity in Practice: Ethic and Legal Considerations

HSN 476 ~ ....3 credits

Healthcare Policy and Financial Management

*NSG 486 ~..3 credits

Public Health: Health Promotion and Disease Prevention

*NSG 482 ~..3 credits

Promoting Healthy Communities

NSG 468 ~ ....3 credits

Influencing Quality within Healthcare

NSG 498 ~ ....3 credits

Senior Leadership Practicum

Students residing in California who have a California nursing license are required to take NSG 486CA and NSG 482CA:

NSG 486CA ~ ....3 credits

Public Health: Health Promotion and Disease Prevention

NSG 482CA ~ ....3 credits

Promoting Healthy Communities

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- Completion of a nursing diploma; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Partnership Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Partnership Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Partnership Transfer Guide. Prior to enrolling into the BSN program applicants must:
  - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  - Meet all other BSN admission requirements.

Degree Requirements for the BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 47 credits
  - Required Course of Study - 33 credits
  - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.

- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as:
  Bachelor of Science in Nursing

Academic Progression Requirements for the BSN
- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN
- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in all nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
- Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program cannot waive any courses in their required course of study.

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
ENG/220, equivalent or higher
Mathematics, 6 credits
Must include 6 credits of statistics or higher.
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 11 credits
Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.
Physical Education activity credits are limited to four (4) credits.
Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner (California)

The following Bachelor of Science in Nursing Partner (BSN) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the follow-

ing learning outcomes by the time you complete this program.
- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.
- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Preferred Sequence and Prerequisites for the BSN

The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

Students residing in California who have a California nursing license are required to take NUR 405CA and NUR 408CA.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

The following courses will be taken at University of Phoenix:

HSN 302 .... 3 credits
Undergraduate Nursing Studies
NSG 391 ~ .... 3 credits
Professional Nursing Practice
NUR 440CC ~ .... 3 credits
Health Assessment and Promotion for Vulnerable Populations
Upper Division Non-Nursing Elective .... 6 credits
NUR 443CC ~ .... 3 credits
Evidence-Based Nursing Research and Practice
NUR 405CA ~ .... 4 credits
Healthy Communities: Theory and Practice
NUR 408CA ~ .... 4 credits
Epidemiology: Global and Public Health
NUR 492CC ~ .... 4 credits
Senior Practicum: Leadership and Management

The following courses will be waived with coursework from the partner institution:

HCS 350 .... 3 credits
Health Care Communication

HCS 438 .... 3 credits
Statistical Applications
HCS 478 .... 3 credits
Health Law and Ethics
HCS 482 .... 3 credits
Health Care Informatics
NUR 403 .... 3 credits
Theories and Models of Nursing Practice
NUR 427 .... 3 credits
Health and Chronic Disease Management
Lower Division Nursing Elective .... 24 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Candidacy Status for the BSN

The College of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR/

405CC. Review for Level 2 Candidacy will be based on the following items:
- Documentation of a valid, unrestricted, unencumbered RN license.
- Completion of all general education credits.

Degree Requirements for the BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN
- All students enrolling in the BSN Partner program will take NUR 443CC as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.
- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN
- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in specific nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CA, NUR 405CC, NUR 408CA, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN
A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Must include COMM 215, equivalent or higher.

Must include an oral communication course and a written communication course.

Mathematics, 6 credits

Effective for enrollment agreements signed 6/1/2016 or later, must include 6 credits of statistics or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Must include 3 credits of psychology and 3 credits of sociology or anthropology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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GRADUATE PROGRAMS

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Admission Procedures

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Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and

- All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official

translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law.   University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:

- achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University

-or-

- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.

  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.

  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.

  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.

  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:

  - Be a legal resident of the United States

  - Have been granted permanent residency

  - Have a valid visa that does not prohibit educational studies

- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a master level program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 71 to 92 weeks, Health Services Administration (single degree) - 87 to 102 weeks, Health Services Administration (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Humanities & Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Humanities & Sciences (Counseling) - 132 to 179 weeks, Information Systems & Technology - 84 weeks, Business - 84 to 102 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-humanities-and-sciences/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msc-mfct.

Program Purpose

This program meets the California Marriage Family and Child Therapy educational requirements for registration with the Board of Behavioral Sciences (BBS) as an MFT intern. Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the MFT licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and eliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502...0 credits
Graduate Portfolio I

CCMH 510 ~ ....3 credits
Multi-Cultural Issues in Mental Health Counseling

CCMH 504 ~ ....3 credits
Individual and Family Development Across the Life Span

CCMH 506 ~ ....3 credits
Personality Theories and Counseling Models

MFCC 551CA ~ ....3 credits
Legal and Ethical Issues in Marriage and Family Therapy

CCMH 551 ~ ....3 credits
Individual Counseling

CCMH 525 ~ ....3 credits
Research Methods for Mental Health Counselors

CCMH 535 ~ ....3 credits
Psychometrics

CCMH 544 ~ ....3 credits
Introduction to Clinical Assessment

CCMH 548 ~ .... 3 credit
Psychopathology: Advanced Clinical Assessment

CNSL 556 ~ ....0 credits
Portfolio II

MFCC 556 ~ ....3 credits
Family Systems Theory

MFCC 561 ~ ....3 credits
Family Interventions

CCMH 568 ~ ....3 credits
Group Counseling

CCMH 521 ~ ....3 credits
Psychopharmacology/Biological Basis of Behavior

CCMH 561 ~ ....3 credits
Dependency and Addictions

MFCC 591O ~ ....0 credits
Orientation To Practicum in Marriage and Family Counseling

MFCC 537 ~ ....3 credits
Child and Adolescent Counseling

CCMH 540 ~ ....3 credits
Career and Vocational Counseling

MFCC 567 ~ ....3 credits
Seminar in Marriage and Family Counseling

MFCC 591 ~ ....3 credits
Pre-Practicum in Marriage and Family Counseling

MFCC 599A ~ ....3 credits
Practicum in Marriage and Family Counseling A

MFCC 599B ~ ....3 credits
Practicum in Marriage and Family Counseling B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Humanities and Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 591, MFCC 599A, MFCC 599B

Re-entry for the MSC/MFCT

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class.

If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

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SCHOOL OF BUSINESS
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We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

Master of Business Administration
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The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:
- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515 .... 3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 .... 3 credits
Management

HRM 531 ~ .... 3 credits
Human Capital Management

LDR 531 ~...3 credits
Organizational Leadership
Business Environment, 6 total credits
LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics
Business Functional Areas, 9 total credits
ACC 561 ~ ....3 credits
Accounting
FIN 571 ~..3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing
Business Technical Skills, 6 total credits
OPS 571 ~ ....3 credits
Operations Management
QNT 561 ~..3 credits
Applied Business Research & Statistics
Integrative Business Capstone, 3 total credits
STR 581 ~..3 credits
Strategic Planning & Implementation
The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 36 credits
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: MGT 521, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Business Administration (Certificate Track)

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515 .... 3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 .... 3 credits
Management

HRM 531 ~ .... 3 credits
Human Capital Management

LDR 531 ~ .... 3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~ .... 3 credits
Business Law

ECO 561 ~ .... 3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~ .... 3 credits
Accounting

FIN 571 ~ .... 3 credits
Corporate Finance

MKT 571 ~ .... 3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~ .... 3 credits
Operations Management

QNT 561 ~ .... 3 credits
Applied Business Research & Statistics

Integrative Business Capstone, 3 total credits

STR 581 ~ .... 3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Accounting Concentration

Students in the Master of Business Administration Concentration in Accounting (Certificate Track) will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The program is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-accc.

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC/541-Accounting Theory & Research).

Foundational Coursework:
ACC 541 ~ ....3 credits
Accounting Theory & Research

Graduate Accounting Electives (Select 3):
ACC 542 ~ ....3 credits
Accounting Information Systems
ACC 543 ~ ....3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~ ....3 credits
Internal Control Systems
ACC 545 ~ ....3 credits
Financial Reporting
ACC 546 ~ ....3 credits
Auditing
ACC 547 ~ ....3 credits
Taxation
ACC 548 ~ ....3 credits
Not-for-Profit & Government Accounting
ACC 556 ~ ....3 credits
Forensic Accounting
ETH 557 ~...3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University's Accounting Concentration.

California Students:
The Master of Business Administration with a concentration in Accounting (MBA/ACCC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.

Human Resource Management Concentration

The Master of Business Administration Concentration in Human Resource Management (Certificate Track) program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrmc.

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework (3 of which must include HRM/595-Human Resource Capstone Course).

Graduate Human Resource Management Electives (Select 3):
HRM 546 ~ ....3 credits
Human Resource Law
HRM 558 ~ ....3 credits
Research in Human Resource Management
HRM 548 ~ ....3 credits
Recruitment and Retention Practices
HRM 552 ~ ....3 credits
Organizational Training and Development

Foundational Coursework:
HRM 595 ~ ....3 credits
Human Resource Capstone Course

Marketing Concentration

Students in the Master of Business Administration Concentration in Marketing (Certificate Track) program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The program is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mktc.

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of

which must include MKT/593-Product Design and Development Course).

Graduate Marketing Electives (Select 3):

MKT 544 ~ .... 3 credits

Integrated Marketing Communications

MKT 554 ~ .... 3 credits

Consumer Behavior

MKT 552 ~ .... 3 credits

Technology Applications and e-Marketing

MKT 562 ~ .... 3 credits

Advanced International Marketing

Foundational Coursework:

MKT 593 ~ .... 3 credits

Product Design and Development

Project Management Concentration

Students in the Master of Business Administration Concentration in Project Management (Certificate Track) program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project®software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc.

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.

Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

PM 571 ~ .... 3 credits

Project Management

PM 582 ~ .... 3 credits

Project Leadership

PM 584 ~ .... 3 credits

Project Risk Management

PM 586 ~ .... 3 credits

Project Quality Management

PM 598 ~ .... 3 credits

Project Management Capstone

The University reserves the right to modify the required course of study.

General Information for the MBA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 48-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
  - Successful completion of all courses outlined in the enrollment agreement for the certificate.
  - Achievement of the minimum program GPA.
  - Fulfillment of the minimum University residency requirement.

Master Degree Program and Concentration	En-Route Certificate
Master of Business Administration Concentration in Accounting	Graduate Accounting Certificate (CERT/G-ACC)
Master of Business Administration Concentration in Human Resource Management	Graduate Human Resource Management Certificate (CERT/G-HRM)
Master of Business Administration Concentration in Marketing	Graduate Marketing Certificate (CERT/G-MKT)
Master of Business Administration Concentration in Project Management	Graduate Project Management (G-PM)

- Students can only earn one certificate en-route to completing the graduate program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:

Master of Business Administration

Academic Progression Requirements for the MBA

- The Program Requirement in Management must be completed first.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.

- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 023 program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: ACC 541, HRM 595, MGT 521, MKT 593, PM 598, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful leadership and entrepreneurship practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive leadership, entrepreneurship and management industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate the implications of change and its impact on diverse stakeholders within the organization.
- Students will apply key skills to synchronize human and material resources within a dynamic organization.
- Students will apply key skills to function as change leaders to advance organizational goals.
- Students will apply appropriate leadership theories, models, and tools for solving complex organizational problems.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 9 total credits

BUS 511 ....3 credits
Managing the Business Environment
BUS 502 ....3 credits
The External Factors that Impact Business
BUS 503 ....3 credits
Accounting and Financial Decision Making

Entrepreneurial Leadership, 3 total credits

ENT 527 ~..3 credits
Opportunity Assessment and Innovation

Communications, 3 total credits

COM 539 ~...3 credits
Communications: Selling and Customer Engagement

Leadership, 3 total credits

LDR 535 .... 3 credits
Leading Change

Strategic Marketing, 3 total credits

MKT 575 ~ .... 3 credits
Marketing Strategy

Research, 3 total credits

DAT 565 ~.. 3 credits
Data Analysis and Business Analytics

Business Law, 3 total credits

LAW 531 ~.. 3 credits
Business Law

Technology, 3 total credits

ENT 586 ~ .... 3 credits
Informational Technology for Entrepreneurs and Leaders

Budgetary Finance, 3 total credits

FIN 575 ~ .... 3 credits
Project Budget and Finance

Management, 3 total credits

MGT 521 .... 3 credits
Management

Entrepreneurial Project, 3 total credits

ENT 588 ~ .... 3 credits
Innovation and Design: Capstone Project

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

- Completion of a minimum of 39 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Management

Academic Progression for the MM

- Students must complete the following three Master of Management (MM) foundational courses before proceeding into any additional coursework for the program: BUS 502, BUS 503, BUS 511

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

- Successful completion of the three foundational courses (BUS 511, BUS 502, and BUS 503) or equivalents.
- Undergraduate degree in Business, Management or Accounting completed within 10 years from current program enrollment agreement sign date.
- Graduate degree in Business.
- At least 30 credits in undergraduate, graduate and/or doctoral level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Only the three foundational courses can be waived, no other required course of study courses can be waived.

Re-entry for the MM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF HEALTH PROFESSIONS

University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Health Services Administration

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

Master of Health Administration

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.

MHA Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ .... 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~...3 credits

Creating A Sustainable Legacy: Healthy Communities

Transformation and Execution, 6 total credits

MHA 598 ~...3 credits

Leveraging Results To Build Brand In The Health Sector

MHA 599 ~...3 credits

Capstone: Leading the Organization Through Change

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:
Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

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The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration.
Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.

- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 ....3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ....3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ....3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ....3 credits
Human Resources Management
NSG 567 ....3 credits
Financial Resources Management in Health Care
NSG 516AD ~ ....3 credits
Practicum I
NSG 517AD ~ ....3 credits
Practicum II
Graduate Elective Requirement...6 credits
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 ....3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 ....3 credits
Theory-Based Nursing Practice
NUR 403 ....3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391 .... 3 credits
Professional Nursing Practice
NUR 440 .... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443 .... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~.. 3 credits
Contemporary Nursing Practice
NSG 512 ~.. 3 credits
Nursing Research
NSG 513 ~.. 3 credits
Inter-professional Leadership and Management
NSG 514 ~.. 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ~.. 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ~.. 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ~.. 3 credits
Human Resources Management
NSG 567 ~.. 3 credits
Financial Resources Management in Health Care
NSG 516AD ~... 3 credits
Practicum I
NSG 517AD ~... 3 credits
Practicum II
Graduate Elective Requirement .... 6 credits
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure

- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 .... 3 credits
Contemporary Nursing Practice
NSG 512 .... 3 credits
Nursing Research
NSG 513 .... 3 credits
Inter-professional Leadership and Management
NSG 514 .... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 .... 3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ .... 3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 .... 3 credits
Program and Course Development
NSG 532 .... 3 credits
Innovative Curriculum Design
NSG 533 .... 3 credits
Educational Assessment and Evaluation
NSG 534 .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416...3 credits
Theoretical Development and Conceptual Frameworks
NSG 415...3 credits
Theory-Based Nursing Practice
NUR 403 ....3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451...3 credits
Professional Nursing Leadership Perspectives
NSG 397...3 credits
Professional Nursing Role
NUR 391 ....3 credits
Professional Nursing Practice
NUR 440 ....3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456...3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455...3 credits
Evidence-Based Practice and Statistics
NUR 443 ....3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416...3 credits
Theoretical Development and Conceptual Frameworks
NSG 451...3 credits
Professional Nursing Leadership Perspectives
NSG 456...3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~ ....3 credits
Contemporary Nursing Practice
NSG 512 ~ ....3 credits
Nursing Research
NSG 513 ~ ....3 credits
Inter-professional Leadership and Management
NSG 514 ~ ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ~ ....3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ ....3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ~ ....3 credits
Program and Course Development

NSG 532 ~ ....3 credits
Innovative Curriculum Design
NSG 533 ~ ....3 credits
Educational Assessment and Evaluation
NSG 534 ~ ....3 credits
Facilitating Engaged Learning
NSG 516ED ~...3 credits
Practicum I
NSG 517ED ~...3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
   -Be a legal resident of Canada
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- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
   The diploma awarded for this program will read as:
   Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

COLLEGE OF EDUCATION (Central Valley)

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits
MTE 507CA...0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ....1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518CA ~ ....3 credits
Models, Theories, and Instructional Strategies
MTE 522CA..3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ....3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 537CA ~ ....4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
ELL 500..3 credits
Instructional Methods for English Language Learners
SPE 514CA ....2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 .... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA .... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
ELM 590 ~.. 4 credits
Elementary Student Teaching Part A
ELM 595 ~.. 4 credits
Elementary Student Teaching Part B
Students with no prior completion of a TPA course as of 1/1/2018 and later:
ELM 586 ~.. 4 credits
Elementary Clinical Practice A
ELM 587 ~.. 4 credits
Elementary Clinical Practice B
The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~ **...**1 credit
Subject Specific Pedagogy
TPA 002 ~ **...**1 credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~ ....1 credit
TPA Planning and Instruction
TPA 200 ~ ....1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-E

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:
- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: ELM 590, ELM 595, ELM 586, ELM 587
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic

progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy

when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).

- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Negative TB results or negative chest xray
  - Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.

- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience. In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST & CSET examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections for the MAED/TED-S

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA..0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508CA ~ ....3 credits
Models, Theories, and Strategies for Secondary Education

MTE 523CA...3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ ....3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542CA ~ ....3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

ELL 500..3 credits
Instructional Methods for English Language Learners

SPE 514CA ....2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 528CA...3 credits
Curriculum Constructs and Assessment: Visual Arts

MTE 564CA...3 credits
Curriculum Constructs and Assessment: Secondary Math

MTE 566CA...3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts

MTE 567CA ....3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science

MTE 569CA ....3 credits
Curriculum Constructs and Assessment: Secondary Science

MTE 551CA ....3 credits
Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits

MTE 541CA ....2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:

SEC 590 ~ ....4 credits
Secondary Student Teaching Part A

SEC 595 ~ ....4 credits
Secondary Student Teaching Part B

Students with no prior completion of a TPA course as of 1/1/2018 and later:

SEC 586 ~ ....4 credits
Secondary Clinical Practice A

SEC 587 ~ ....4 credits
Secondary Clinical Practice B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:

TPA 001 ~**..1** credit
Subject Specific Pedagogy

TPA 002 ~**..1** credit
Designing Instruction

Students with no prior completion of a TPA course as of 1/1/2018 and later:

TPA 100 ~..1 credit
TPA Planning and Instruction

TPA 200 ~..1 credit
TPA Instruction and Assessment

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree (in a major other than education) or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their

required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.
- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S
- Completion of a minimum of 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S
- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience

- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:
- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S
- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: SEC 590, SEC 595, SEC 586, SEC 587
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551CA, MTE 541CA, MTE 564CA, SEC 590, SEC 595. Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:

- Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
  - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
  - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance

- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- US Constitution (units or exam)
- Negative TB results or negative chest xray
- Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.
- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500 ....3 credits
Foundations of Adult Learning Theory
AET 552 ....3 credits
Marketing Adult Education
AET 560 ....3 credits
Facilitating Change
AET 562 ....3 credits
Social Media for Professional Learning
ONL 507 ....3 credits
K-12 Cybertraps: Strategies for Teaching Digital Citizenship

Elective Two, 3 total credits

CUR 520...3 credits
Advocating for Learning
CUR 525...3 credits
Ethical Issues in Education

CUR 550 .... 3 credits
Engaging in Communities of Practice
CUR 555 .... 3 credits
Professional Learning for Continuous Improvement
EDUC 525 .... 3 credits
Theories of Growing and Learning
ADM 515.. 3 credits
Ethical and Legal Issues for Educators
TECH 525.. 3 credits
Becoming a Connected Educator

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.

- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH

  Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

- Applicants to this program must have completed all coursework from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.

- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.

- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.

- A minimum grade point average (GPA) of 3.0.

- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.

- The diploma awarded for this program will read as:
  Master of Arts in Education
  Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.

MAED/TED-E
MAED/TED-S
MAED/SPE
MAED/ECH

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-

  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.

- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

The established "normal time" to complete a certificate program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 25 to 64 weeks, Health Services Administration - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 46 weeks, Humanities & Sciences - 24 to 40 weeks, Information Systems & Technology - 30 to 40 weeks, Business - 27 to 36 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - UNDERGRADUATE

Small Business Management and Entrepreneurship Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-sbe.

Required Course of Study for the CERT/SBE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
MGT 401 .... 3 credits
The Small Business: Structure, Planning and Funding
MGT 465 ~ .... 3 credits
Small Business and Entrepreneurial Planning
Students must choose 3 of the following:
OI 370 ~ .... 3 credits
Innovation for the 21st Century
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 418 ~ .... 3 credits
Evaluating New Business Opportunities
MKT 431 ~ .... 3 credits
Small Business Marketing
FIN 375 ~ .... 3 credits
Financial Management in the Small Business
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

- The following course may not be waived: MGT 465

Re-entry for the CERT/SBE

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization's operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization's operations management division.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ops.

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 305 ....3 credits
Systems Operations Management
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
ISCOM 374 ....3 credits
Integrated Logistics Management

Students must choose 3 of the following:

BIS 375 ~ ....3 credits
Supply Chain Information Management in Online Environments
ISCOM 361 ~..3 credits
Purchasing and Procurement
ISCOM 383 ~..3 credits
Global Value Chain Management
ISCOM 386 ~..3 credits
Service Operations Management
ISCOM 472 ~..3 credits
Lean Enterprise

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: ISCOM 374

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mkt.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.. 3 credits
Marketing
MKT 435 ~ .... 3 credits
Consumer Behavior
MKT 498 ~ .... 3 credits
Integrated Marketing Strategies
Students must choose 3 of the following:
BRM 353 ~ .... 3 credits
Product and Brand Management
MKT 411 ~ .... 3 credits
Green Marketing
MKT 438 ~ .... 3 credits
Public Relations
MKT 441 ~ .... 3 credits
Marketing Research
MKT 444 ~ .... 3 credits
Hospitality Marketing
MKT 440 ~ .... 3 credits
Fundamentals of Digital Marketing
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
    - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
    - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
    - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
    - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
    - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MKT 498

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/ BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-hrm.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 .... 3 credits
Fundamentals of Human Resource Management
MGT 434 ~ .... 3 credits
Employment Law
HRM 324 ~ .... 3 credits
Total Compensation
HRM 420 ~ .... 3 credits
Human Resource Risk Management
HRM 326 ~ .... 3 credits
Employee Development
HRM 498 ~ .... 3 credits
Strategic Human Resource Management and Emerging Issues

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: HRM 498

Re-entry for the CERT/HRM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive

recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mgt.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
MGT 498 ~...3 credits

Strategic Management
Students must choose 4 of the following:
ACC 400 ~ ....3 credits
Accounting for Decision Making
BRM 353 ~..3 credits
Product and Brand Management
CPMGT 300 ~ ....3 credits
Project Management
FIN 419 ~..3 credits
Finance for Decision Making
HM 370 ~..3 credits
Hospitality Management
HRM 300 ~..3 credits
Fundamentals of Human Resource Management
HRM 326 ~..3 credits
Employee Development
ISCOM 305 ~...3 credits
Systems Operations Management
ISCOM 370 ~...3 credits
Strategic Supply Chain Management
LDR 300 ~... 3 credits
Innovative Leadership
MGT 317 ~ .... 3 credits
Critical Skills in Management
MGT 411 ~ .... 3 credits
Innovative and Creative Business Thinking
MGT 418 ~ ....3 credits
Evaluating New Business Opportunities
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
MGT 426 ~ ....3 credits
Managing Change in the Workplace
MKT 445 ~...3 credits
Sales, Tools and Strategies
MKT 448 ~...3 credits
Web Analytics for Digital Marketing
OI 370 ~ ....3 credits
Innovation for the 21st Century
MGT 445 ~ ....3 credits
Organizational Negotiations
MUS 320 ....3 credits
The Music Business Today

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 498

Re-entry for the CERT/MGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business or the Bachelor of Science in Management and must be completed via the Online modality.

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-pm.

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are

listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers

CPMGT 300 ....3 credits
Project Management

CPMGT 301 ~ ....3 credits
Strategic Portfolio and Project Management

CPMGT 302 ~ ....3 credits
Procurement and Risk Management

CPMGT 303 ~ ....3 credits
Project Estimating and Control Techniques

CPMGT 305 ~ ....3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: CPMGT 305

Re-entry for the CERT/PM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-finp.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370 .... 3 credits
Finance for Business
FIN 420 ~ .... 3 credits
Personal Financial Planning
FIN 486 ~ .... 3 credits
Strategic Financial Management
Students must choose 3 of the following:
FIN 366 ~ .... 3 credits
Financial Institutions
FIN 402 ~ .... 3 credits
Investment Fundamentals and Portfolio Management
FIN 467 ~ .... 3 credits
Real Estate Investment
FIN 422 ~ .... 3 credits
Retirement and Benefit Planning
FIN 428 ~ .... 3 credits
Insurance for Financial Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive

recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial applica-

tion for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

Long Term Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ltc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply concepts of long-term care administration within the industry.
- Learners will analyze health and wellness concepts to address the needs of various Long Term Care populations.
- Learners will integrate ethical principles into all aspects of the Long Term Care industry.
- Learners will explain products and services to address the needs of various Long Term Care populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 ....3 credits
Foundations for General Education and Professional Success
HCS 437 ....3 credits
Long-term Care Administration
HCS 433 ~ ....3 credits
Dimensions of Health and the Older Adult
LTC 315 ~ ....3 credits
Alternative Living Environments
LTC 328 ~ ....3 credits
Legal Perspectives in Aging
LTC 310 ~ ....3 credits
Social and Community Related Programs and Services

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Long Term Care

Residency Requirements and Course Waivers for the LTC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits

from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Health Management Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is designed to provide a framework in health care management concepts. The courses will provide perspectives related to health care delivery services, health care management and human resources, financial accounting concepts, as well as an introduction to the legal and regulatory aspects in health care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply basic management concepts and skills to a variety of health care settings.
- Learners will interpret regulatory and compliance requirements in a variety of health care settings.
- Learners will explain financial concepts and accounting principles in a variety health care settings.

Required Course of Study for the HM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200.. 3 credits
Foundations for General Education and Professional Success

HCS 235 ~...3 credits
Health Care Delivery in the United States

Health Management Courses

Students must choose four courses from the following:

HCS 325 ~...3 credits
Health Care Management

HCS 335 ~...3 credits
Health Care Ethics and Social Responsibility

HCS 341 ~...3 credits
Human Resources in Health Care

HCS 405 ~...3 credits
Health Care Financial Accounting

HCS 430 ~...3 credits
Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~...3 credits
Facility Planning

HCS 457 ~...3 credits
Public and Community Health

HCS 483 ~...3 credits
Health Care Information Systems

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the HM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the HM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Health Management

Residency Requirements and Course Waivers for the HM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the HM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/cert-nad.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles in nursing administration. Upon completion of the certificate program, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557 .... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 .... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 .... 3 credits
Human Resources Management
NSG 567 .... 3 credits

Financial Resources Management in Health Care
NSG 516AD ~.. 3 credits
Practicum I
NSG 517AD ~.. 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ned.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Upon completion of the certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of

Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531 .... 3 credits
Program and Course Development
NSG 532 .... 3 credits
Innovative Curriculum Design
NSG 533 .... 3 credits
Educational Assessment and Evaluation
NSG 534 .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  -Be a legal resident of Canada
  -Be a landed immigrant
  -Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)

TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	$698.00	$465.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$390.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$475.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$390.00	N/A	N/A
CERT/CTEL Program	$175.00	$175.00	N/A	N/A
Non-Degree Single Courses (Undergraduate Level)	$398.00	$250.00	$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates ¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions ¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program ¤

d) Continuing Students in any MSC program ¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Central Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BA/ENG (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BA/ENG (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 520.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00	$ 520.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00	$ 540.00
BS/P (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/P (Level 300 and Level 400)	$ 520.00	$ 520.00	$ 520.00
BSACC (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSACC (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 540.00
BSB (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSB (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 540.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSCJA (Level 300 and Level 400)	$ 520.00	$ 520.00	$ 520.00
BSHA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHA (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 540.00
BSHS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHS (Level 300 and Level 400)	$ 520.00	$ 520.00	$ 520.00
BSLS (Level 100 and Level 200	$ 410.00	$ 410.00	$ 440.00
BSLS (Level 300 and Level 400)	$ 420.00	$ 420.00	$ 420.00
BSM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 540.00
BSM/MAN (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM/MAN (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 540.00
BSIT (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSIT (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 540.00
BSN (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSN (Level 300 and Level 400)	$ 510.00	$ 510.00	$ 510.00
BSCPSS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSCPSS (Level 300 and Level 400)	$ 610.00	$ 610.00	$ 540.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 540.00
CERT/VC (Level 100 and Level 200)	$ 300.00	$ 300.00	$ 300.00
CERT/VC (Level 300 and Level 400)	$ 300.00	$ 300.00	$ 300.00
EMC (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
EMC (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 540.00
HM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
HM (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 540.00
HRM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
HRM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 540.00
LTC (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
LTC (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 540.00
PM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
PM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 540.00
CERT/FCS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/FCS (Level 300 and Level 400)	$ 520.00	$ 520.00	$ 520.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (Central Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
MAED	$ 540.00	$ 540.00	$ 545.00
MBA	$ 740.00	$ 740.00	$ 620.00
MSC	$ 620.00	$ 620.00	$ 620.00
MSN	$ 595.00	$ 595.00	$ 620.00
MHA	$ 740.00	$ 740.00	$ 740.00
MIS	$ 740.00	$ 740.00	$ 620.00
MM	$ 740.00	$ 740.00	$ 620.00
MPA	$ 740.00	$ 740.00	$ 620.00
MS/AJS	$ 740.00	$ 740.00	$ 620.00
MS/P	$ 740.00	$ 740.00	$ 740.00
ASC	$ 540.00	$ 540.00	$ 545.00
CERT/CTEL	$ 175.00	$ 175.00	$ 175.00
FNP	$ 595.00	$ 595.00	$ 620.00
NHCE	$ 595.00	$ 595.00	$ 620.00
CERT/NED	$ 595.00	$ 595.00	$ 620.00
CERT/NAD	$ 595.00	$ 595.00	$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

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FEES (Central Valley)
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Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		
Certificate of Clearance TB Test CBEST Examination CSET Examination	$ 132.50 - $162.50 $ 0.00 - $50.00 $ 41.00 - $102.00 $ 99.00 - $134.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University

Resource Fees+ (if applicable)
  Undergraduate
  Graduate
	
	$ 170.00
	$ 195.00
		Due in accordance with the payment option chosen in Financial Options Guide.

CLEP®/DSST Examination++
  Student Exam Fees
  Military Exam Fees
	
	$ 20.00
	$ 0.00
		Upon notification

Prior Learning Assessment Fees Portfolio Submission Fee Per Assessed Credit Fee	 $ 150.00 $ 75.00	If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.

Master of Science in Counseling Assessment Portfolio Fees:
  CNSL 502
  CNSL 556
  SCHC 556
	
	$ 150.00
	$ 150.00
	$ 150.00
		Due at orientation.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

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TUITION AND FEES - ONLINE RATES
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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$575.00	N/A	N/A
MSC programs	$698.00	$550.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	$398.00	$250.00	$350.00	N/A
CCNA (students in CERT/CCNA see Bachelor Degree programs rates above)	$290.00	$250.00	N/A	N/A
CERT/APLUS	$290.00	$250.00	N/A	N/A
NETPLUS	$290.00	$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$475.00	N/A	N/A
CERT/CTEL Program *(For CA residents only)*	$175.00	$175.00	N/A	N/A
CERT/T2T-E Program	$280.00	$280.00	N/A	N/A
CERT/T2T-S Program	$280.00	$280.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/ECH Program	$400.00	$400.00	N/A	N/A
CERT/ALT-E Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/ALT-S Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/SPE	$540.00	$475.00	N/A	N/A
Doctoral	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level	$398.00	$250.00	$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Credit Recognition Program	$ 250.00	$ 250.00
Associates	$ 410.00	$ 410.00
School of Business (Level 100 and Level 200)	$ 415.00	$ 410.00
School of Business (Level 300 and Level 400)	$ 415.00	$ 635.00
School of Nursing (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Nursing (Level 300 and Level 400)	$ 510.00	$ 510.00
School of Health Services Administration (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Health Services Administration Level 300 and Level 400)	$ 635.00	$ 635.00
College of Education (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Education (Level 300 and Level 400)	$ 420.00	$ 420.00
College of Humanities and Sciences (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Humanities and Sciences (Level 300 and Level 400)	$ 630.00	$ 630.00

Please note that there are exceptions to the general college rate as listed below.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
BSEVS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSEVS (Level 300 and Level 400)	$ 450.00	$ 450.00
BAENG (Level 100 and Level 200)	$ 410.00	$ 410.00
BAENG (Level 300 and Level 400)	$ 450.00	$ 450.00
BSBIO (Level 100 and Level 200)	$ 410.00	$ 410.00
BSBIO (Level 300 and Level 400)	$ 435.00	$ 435.00
BSHST (Level 100 and Level 200)	$ 410.00	$ 410.00
BSHST (Level 300 and Level 400)	$ 435.00	$ 435.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00
CERT/MS	$ 415.00	$ 630.00
BSP (Level 100 and Level 200)	$ 410.00	$ 410.00
BSP (Level 300 and Level 400)	$ 585.00	$ 585.00
BSCPSS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCPSS (Level 300 and Level 400)	$ 610.00	$ 610.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCJA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSPA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSPA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSIOP (Level 100 and Level 200)	$ 415.00	$ 415.00
BSIOP (Level 300 and Level 400)	$ 415.00	$ 415.00
BSAP/MT (Level 100 and Level 200)	$ 415.00	$ 415.00
BSAP/MT (Level 300 and Level 400)	$ 415.00	$ 415.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Information Systems and Technology (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Information Systems and Technology (Level 300 and Level 400)	$ 635.00	$ 635.00
Please note that there are exceptions to the general college rate as listed below. CCNA *(students in CERT/CCNA see College of IS&T rates)*	$ 290.00	$ 290.00
CERT/APLUS	$ 290.00	$ 290.00
NETPLUS	$ 290.00	$ 290.00
BSSEC (Level 100 and Level 200)	$ 410.00	$ 410.00
BSSEC (Level 300 and Level 400)	$ 610.00	$ 610.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00
Continuing Education for Educators	$ 175.00	$ 175.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	$ 280.00	$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
School of Business	$ 740.00	$ 740.00
School of Nursing	$ 595.00	$ 595.00
School of Health Services Administration *Please note that there are exceptions to the general college rate as listed below.* NHCE HCI	$ 740.00 $ 595.00 $ 595.00	$ 740.00 $ 595.00 $ 595.00
College of Information Systems and Technology	$ 740.00	$ 740.00
College of Education	$ 540.00	$ 540.00
Please note that there are exceptions to the general college rate as listed below. CERT/T2T-E CERT/T2T-S CERT/ECH CERT/CTEL *(For CA residents only)* CERT/ALT-E *(FL residents only)* CERT/ALT-S *(FL residents only)*	$ 280.00 $ 280.00 $ 400.00 $ 175.00 $ 275.00 $ 275.00	$ 280.00 $ 280.00 $ 400.00 $ 175.00 $ 275.00 $ 275.00
College of Humanities and Sciences	$ 740.00	$ 740.00
School of Advanced Studies	$ 810.00	$ 810.00
School of Continuing Education	$ 740.00	$ 740.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

FEES (Online)

Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	At time of application.
Master of Science in Counseling Assessment Portfolio Fees: CNSL 500	 $ 150.00	Due at orientation.
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs Certificate of Clearance TB Test CBEST Examination CSET Examination	 $ 132.50 - $162.50 $ 0.00 - $50.00 $ 41.00 - $102.00 $ 99.00 - $134.00	 Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
School of Advanced Studies IBM®SPSS® Statistics Software Fee (applicable to select courses in School of Advanced Studies programs)	$ 50.00	When course is scheduled
Resource Fees+ (if applicable) Undergraduate Graduate Doctoral Continuing Education for Educators DCE	 $ 170.00 $ 195.00 $ 205.00 $ 75.00 $ 25.00	Due in accordance with the payment option chosen in Financial Options Guide.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee	Amount*	When Due
CLEP®/DSST Examination++ Student Exam Fees	$ 20.00	Upon notification.
Prior Learning Assessment Fees		If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Portfolio Submission Fee	$ 150.00	
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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FACILITIES

Arizona Locations

Phoenix Campus
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

Phoenix Campus
4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4025)
4025 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4045)
4045 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Learning Center
9520 West Palm Lane,
Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

California Locations

Bay Area Campus
3590 N. First Street
San Jose, CA 95134-1805
800 266-2107

Livermore Learning Center
2481 Consitution Drive
Livermore, CA 94551-7573
925 273-8100

Oakland Learning Center
2100 Franklin Street
Oakland, CA 94612-3096
800 266-2107

Central Valley Campus
45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center
4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center
301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus
2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Modesto Learning Center - Salida
5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

San Diego Campus
9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center
3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

San Marcos Learning Center
300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Campus Main - Ontario
3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center
1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center
6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center
1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center
25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center
299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Learning Center
451 E Vanderbilt Way
Suite 100
San Bernardino, CA 92408-3610
800 888-1968

Southern California II Learning Center
3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Learning Center
5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations

Colorado Campus - Lone Tree
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown
2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Florida Locations

Central Florida Main Campus
8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 150
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus
4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

South Florida Main Campus
2400 SW 145th Avenue
Miramar, FL 33027-4145

Georgia Locations

Atlanta Main Campus

859 Mount Vernon Hwy NE
Atlanta, GA 30328

Augusta Campus

3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000

Columbus Georgia Campus

7200 North Lake Drive
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706 320-1266

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808 536-2686

Hawaii Main Campus

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808 693-8686

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312 223-1101

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248 675-3700

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702 638-7279

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201 610-1408

Jersey City Student Resource Center

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704 504-5409

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267 234-2000

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901 751-1086

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615 872-0188

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254 501-6950

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972 385-1055

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Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

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11820 Miriam Drive
El Paso TX 79936
Phone: (915) 599-5900

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11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

Woodlands Learning Center

24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

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210 524-2100
800 697-8223

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5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

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Virginia Beach, VA 23462-7782
757 493-6300

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571 227-7075
703 416-2582 FAX

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Cleveland
Stephen Quick, DBA
Puerto Rico
Clara Segarra-Roman, DBA
Campus Area Chairs
....

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning

Faculty
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Abbott, Chrystal, MBA
    Kaplan University - Davenport
Abbott, Jack, MBA
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Abbott, Kathleen, MBA
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Aiken, David, DBA
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    University of Phoenix
Alexander, Woody, MBA
    University of Missouri - Kansas City
Allen, Jeffery, MBA
    University of Southern California
Allen, Robert, MS
    University of Southern California
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    University of La Verne
Aloyan, David, MBA
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andersen, Bruce, MS
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    University
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    Fielding Graduate University
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    System
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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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Program Dean

Franzi Walsh, DBA

Karen Peters, PHD

Dean of Faculty

Paul Porch, MBTM

Dean of Operations

Lindsay Sesate, MAED/AET

Assistant Dean of Operations

Kathryn Uhles, MSP

Assistant Dean of Specialized Services

Maurice Gibson, MBA, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Business Systems
- Technology
- Analysis & Communications
- Security
- Criminal Justice
- Public Administration

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Ray-Sims, Deborah, MS
   Golden Gate University

Reid, William, MSM
   Regis University

Richardson, Richard, MS
   National Defense University

Sabga, Marc, MA
   Azusa Pacific University

Sardaryzadeh, Afshin, MBA
   Brandman University

Schram, Sanford, MSCHE
   New Jersey Institute of Technology

Singh, Mahesh, MBA
   University of Phoenix

Sirirat, Boriphan, MS
   National University

Smith, August, MBA
   Keller Grad School of Mgt

Smith, William James, MS
   National Defense University

Swafford, Jr., Richard, MC
   University of Phoenix

Thomas, Donald, PHD
   Syracuse University

Thompson, Willard, MS
   Rensselaer Polytechnic Institute

Williams-Eli, Vickie, EDD
   Alliant International University Cornerstone

Xu, Yaping, MS
   Dartmouth College

Zecca, Mark, PHD
   Capella University

Zinne, Richard, MS
   National University

....
COLLEGE OF HEALTH PROFESSIONS
....

Deans - Health Services Administration
....

Executive Dean

Doris Savron, MBA

Dean of Undergraduate Programs

Christina Neider, MAED, MSP

Academic Dean

Mark Johannsson, DHSC, MPH

Dean of Specialized Programs

Collene Bauer, MBA

Dean of Graduate Programs

Eve Krahe, PHD

Dean of Operations

Emily Breuker, MBA

Assistant Dean of Operations

Briana Houlihan, MBA
Erin Amsden, MAED/MBA

Assistant Dean Specialized Programs West

Kellie Stubblefield, BA

Dean of Instructional Excellence

Ying Tombler, PHD

Deans - School of Nursing
....

Academic Dean

Lisa Radesi, DNP

Dean of Clinical Affairs

Rebecca Hathaway, MSN

Program Dean

Dodie Serafini, MSN

Assistant Program Dean

Linda Nance, EDD

Program Managers - School of Nursing
....

Southern California

Gwendolyn Jones, MSN

Colorado

Margaret Riley, PHD

Phoenix

Kathleen Rupp, MSN
Sun Jones, DNP

Sacramento Valley

Andrelyn Almario, DNP
Jennifer Millar, MSN

Southern Arizona

Frances Bartholomeaux, MSN

Campus Area Chairs
....

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing: FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Health Administration

Faculty
....

Abbott, Jenny, MSN
    University of Phoenix
Aish, Nathan, MPH
    Ohio State University
Allard, Mary, PHARMD
    University of The Pacific
Almaden, Stefany, PHD
    Walden University
Almario, Andrelyn, DNP
    Western University of Health Sciences
Alvarado, Sheela, MA
    University of San Francisco
Amadeo, Carol, EDD
    University of Phoenix
Amos, Qiana, MPA
    Loma Linda University
Ares, Terri, PHD
    Villanova University
Baer, Lisa, MSN
    University of Phoenix
Bai, Yan, MS
    California State University - Long Beach
Baker-Mosley, Brenda, MSN
    University of Phoenix
Balch, Carol, MSN
    University of California - Los

Angeles
Barnette, Yesenia, MS
    California State University - Dominguez Hills
Barrios, Corazon, MSN
    California State University - Dominguez Hills
Baylosis, Amera, MSN
    Grand Canyon University
Bell, Alison, DNP
    Duke University
Black-Robinson, Louise, DNP
    Western University of Health Sciences
Blanco, Roy, MS
    California State University - Sacramento
Borghei, Karimeh, MS
    California State University - Sacramento
Boyden, Katherine, MS
    California State University - Fresno
Bradac, Debra, MSN
    University of Phoenix
Bradley, Darlene, PHD
    Capella University
Brandt, Mary, MSN
    University of Phoenix
Brock, Joy, MSN/FNP
    University of Phoenix
Bryant, Pamela, MSN
    University of Phoenix
Bucsko, Daniel, MHA
    University of Pittsburgh
Bunker-Alberts, Michele, DNP
    Western University of Health Sciences
Campbell, Marquez, MAS
    University of California - San Diego
Castaneda, Andrew, MS
    California State University - Bakersfield
Cathro, Heather, PHD
    University of Phoenix
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    University of Phoenix
Chimienti, Sabrina, DNP
    Western University of Health Sciences
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    University of Phoenix
Criseno, Erwin, MSN
    Emilio Aguinaldo College

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    Loma Linda University
Da Costa, Brenda, MSN
    University of Phoenix
Da Luz, S. Keirre, MSW
    San Diego State University
Daroszewski, Ellen, PHD
    University of California - Los Angeles
Davis, Sandra, PHD
    University of California - San Francisco
Day, Elizabeth, MSN
    Virginia Commonwealth University
Denicola, Mary, DNP
    Frontier Nursing University
Der Torosian, Ivonne, MM
    University of Phoenix
Devkaran, Minu, MSN
    University of Phoenix
Diaz, Carolyn, MS
    California State University - Bakersfield
Domingo, Frenalyn, MSN
    Loma Linda University
Dunn, Amy, JD
    Whittier College
Eldridge, Beverly, MSN
    California State University - Stanislaus
Ferguson, Sandra, MBA
    Kaplan University - Cedar Rapids
Fernandez, Lea, MSN
    Liberty University
Ferrell, Charlotte, MA
    Wayne State University
Garrett, Liana, MSN
    University of California - Los Angeles
Gilderson, Andrew, MSN
    University of Phoenix
Goldsmith, Camille, MSN
    University of California - Los Angeles
Gounaris, Doreen, MM
    Brandeis University
Greenberg, Victoria, MS
    California State University - Long Beach
Gregory, Lynn, MA
    Brandman University
Grendell, Ruth, DNS
    University of San Diego

Gutierrez, Elsa, MBA
University of Phoenix
Hagenbaugh, Rachel, MSN
California State University -
Dominguez Hills
Hagerty, Marylyn, MSN
University of Phoenix
Haggins, Rosemary, DHA
University of Phoenix
Hankins, Julie Ann, MSN
California State University -
Long Beach
Hansen, Nicole, MSN
Duke University
Hariz, Frank, PHARMD
University of Southern
California
Harris-Luna, Marcia, PHD
Azusa Pacific University
Harrison, Staci, DNP
Touro University California
Haynes, Shawishi, MS
California State University -
Northridge
Hettig, Julie, MSN
California State University -
Long Beach
Horper, Penny, MS
University of California - San
Francisco
Huizinga, Jason, MS
California State University -
Long Beach
Huley, Pamela, MSN
University of Phoenix
Hunter, Kathy, DNP
University of San Francisco
Jaffe, Carolyn, MSN
University of Phoenix
Jamerson, Dianne, MA
Ashford University
Javier, Paula, MSN
University of Phoenix
Jones, Betty, MS
California State University -
Dominguez Hills
Jones, Gwendolyn, MSN
University of Phoenix
Kassis, Noura, EDD
Nova Southeastern
University
Khaghani, Fatemeh, EDD
Pepperdine University
Klakovich, Marilyn, DNS
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California State University -
Fresno
Krepps-Hoffer, Cyndy, DNP

University of Minnesota -
Twin Cities
Larramendy, Meg, MJ
Loyola University Chicago
Larson, Stephen, MBA
California State University -
Stanislaus
Latham, Margaret, MM
University of Phoenix
Layne, Lynann, MSN
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Lecouve, Tisha, MSN
University of Phoenix
Lee, Julia Chaw-Chih, DNP
California State University -
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Lewis, Stephanie, MSN
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Fullerton
Logan, Jeff, MPH
California State University -
Fresno
Loughran, Stephen, MSN
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Lovering, Gloria, MS
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Fresno
Lozano, Kathleen, MSN
University of Phoenix
Lund, Carla, MS
California State University -
Dominguez Hills
Lupinacci, Donna, MA
University of New Haven
Lush, Mary, PHD
University of California - San
Francisco
Luu, Arlene, JD
California Western School of
Law
Mabrey, Peter, MBA
University of Phoenix
Macpherson, Jacqueline, EDD
University of San Francisco
Mahoney, Helen, MD
University of California -
Irvine
Marcial, Marieta, MS
California State University -
Fresno
Marlin, Mary Frances, MSN
University of San Diego
Mason, Judy, MSN
Grand Canyon University
Mc Lean, Carol Jean, MSN

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Los Angeles
Mckenzie, Donna, MS
University of Utah
Mcmurray, Joyce, MSN
California State University -
Dominguez Hills
Merrin, Erin, MSN
University of Phoenix
Migaud, Margaret, DNP
Robert Morris University
Millar, Jennifer, MSN
University of Phoenix
Miller, Hilary, MSN
University of Phoenix
Mirshahzadeh, Mandana, DNP
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Monroe, Pamela, MSN
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Muro, Brandi, MPH
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Nathan, Stephanie, MPH
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University of Phoenix
Nguyen, Leon, PHARMD
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Nguyen-Grozavu, France, PHD
University of California - Los
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Noeske, Keri, DNP
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University of La Verne
Nwamu, Henrietta, MS
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University of San Francisco
O'connor, Mary Jean, DNP
Maryville University of Saint
Louis
Omolewa, Pius, PHD
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Pence, Debra, MSN
University of Phoenix
Perez, Francisco, MBA
University of Phoenix
Pi, John, MBA Keller Grad
School of Mgt
Pogorelov, Vladlen, DNP
The University of Alabama
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California State University -
Fresno

Price Noble, Kelly, DHA
University of Phoenix
Purcar, Elena, MSN
University of Phoenix
Quintana, Maria, MS
Sonoma State University
Reynolds, Charles, PHARMD
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Rhodes, Torri, MSN
University of Phoenix
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Angeles
Rietta, Phil, MIS
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Sakamoto, Rosario, DPH
Loma Linda University
Salsameda, Robert, MSN
University of Phoenix
Saluta, Alexis, MBA
University of Phoenix
Sanchez, Cynthia, DNP
California State University -
Fullerton
Sandoval, Ramiro, MBA
National University
Sarff, Laura, MBA
University of La Verne
Schaefer, Barbara, MS
University of Oklahoma
Schilling, Diana, MA
University of New Mexico
Schultz, Deborah, MSN
University of California - Los
Angeles
Schultz, Richard, PHD
Walden University
Sheffield, Diane, ND
Virginia Commonwealth
University
Shimizu, Maria, DNP
Boise State University
Simien-Robnett, Litanya, MSN
California State University -
Dominguez Hills
Slaughter, Djuanique, MPA
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Dominguez Hills
Spencer, Michael, PHARMD
University of California - San
Francisco
Spoelma, Susan, MBA
Golden Gate University
Stan-Ugbene, Oby, PHARMD
University of The Pacific
Stotts, Janet, MSN
University of Phoenix
Taylor, Frieda, MS

San Jose State University

Tilford, Melissa, MSN
  Grand Canyon University
Tomasi, Kimberly, MSN
  University of Phoenix
Torkildson, Christina, PHD
  University of California - San
  Francisco
Tran-Kim, Diana, DO
  West Virginia School of
  Osteopathic Medicine
Trolinger, Joann, MS
  University of California - San
  Francisco
Tsai, Lita, MA
  New York University
Valenzuela, Adela, MSN
  University of Phoenix
Vaughn, Stephanie, PHD
  University of San Diego
Velasquez, Mary, MS
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  Francisco
Vernaya, Marina, DNP
  Samuel Merritt University
Wade, Warren, PHD
  California Institute of
  Technology
Wallace, Mark, MAOM
  University of Phoenix
Watkins, Anne Marie, DNP
  University of Illinois at
  Chicago
Watson, Katherine, DNP
  Frontier Nursing University
Wdowin, Heather, DN
  Southwest College of
  Naturopathic Medicing &
  Health Sciences
West, Katharine, MSN
  Azusa Pacific University
Wiggins, Kathleen, DHA
  University of Phoenix
Wiles, Judy, MS
  University of California - San
  Francisco
Wright, Jacqueline, MSN
  University of Phoenix
Wright, Timothy, MSN
  Loyola University New
  Orleans
Yoakum, Stephanie, MSN
  University of California - Los
  Angeles
Young, Rachelle, MIS
  University of Phoenix
Zanfei, Kathryn, MS
  Purdue University
Zepeda, Martha, DNP

Walden University

COLLEGE OF EDUCATION

Deans

Executive Dean
Doris Savron, MBA
Program Dean
Ashley Bartley, MAED
Lisa Ghormley, MAED
Dean of Faculty
Jon Lewis, MAE
Academic Dean
Pamela Roggeman, EDD
Assistant Dean of Policy & Assessment
Alexandra Escobar, EDD
Dean of Operations
Shelly Hodges, MBA
Assistant Dean of Operations
Melinda Chiodi, MAED
Jeff Neilsen, MAED
Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Bunton, Cheryl, MAED
    California Polytechnic State University-San Luis Obispo
Cordell, Ronald, MAED
    Point Loma Nazarene University
Cotton, Gary, EDD
    University of the Pacific
Curci-Reed, Lori, EDD
    University of West Florida
Davis, Erik, MA
    University of Maryland Baltimore County
De Los Reyes, Natalie, MS
    California Lutheran University
Dumais, Claudine, EDD
    Pepperdine University
Elliott, Nancy, MAED
    California State University - Long Beach
Elliott, Thomas, EDD
    University of Phoenix
Hall, Douglas, MS
    National University
Hert, Jennette, MED
    National University
Hickman, Ryan, MA
    National University
Hradnansky, Terre, EDD
    Nova Southeastern University

Hulbert, Robert, MA
    Saint Mary's College of California
Januse, Jaime, MED
    National University
Johnson-Evans, Rochelle, EDD
    Argosy University - Los Angeles
Kennedy, Sharon, EDD
    Saint Mary's College of California
Lawrence, Richard, EDD
    University of California - San Diego
Lindamood, Timothy, MS
    National University
Peters, Dorothy, PHD
    University of Phoenix
Sheffield, Lynne, EDD
    University of La Verne
Smith, Gay Lynn, EDD
    Argosy University - Santa Monica
Stone, Gregg, EDD
    University of Southern California
Taylor, Julia, MA
    University of California - San Diego
Tocco, Helen, MAED
    San Diego State University

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COURSE GUIDE- COURSE DESCRIPTIONS
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2018-2019

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	College	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.
ACC 230	FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD	3	School of Business	In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.
ACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.

ACC 291	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.
ACC 291T	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 340	ACCOUNTING INFORMATION SYSTEMS I	3	School of Business	This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy.
ACC 349	COST ACCOUNTING	3	School of Business	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 400	ACCOUNTING FOR DECISION MAKING	3	School of Business	This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.
ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	School of Business	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	School of Business	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	School of Business	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes & errors, and the statement of cash flows.

ACC 455	CORPORATE TAXATION	3	School of Business	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	INDIVIDUAL/ESTATE TAXATION	3	School of Business	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	School of Business	This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
ACC 466	Advanced Accounting	3	School of Business	This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.

ACC 491	CONTEMPORARY AUDITING I	3	School of Business	This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	School of Business	This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 537	FINANCIAL ACCOUNTING	3	School of Business	In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 541	ACCOUNTING THEORY & RESEARCH	3	School of Business	In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	School of Business	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544	INTERNAL CONTROL SYSTEMS	3	School of Business	In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545	FINANCIAL REPORTING	3	School of Business	This course prepares students to address concepts of financial reporting for roles as CPA's. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	AUDITING	3	School of Business	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	TAXATION	3	School of Business	In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.
ACC 548	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	School of Business	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556	FORENSIC ACCOUNTING	3	School of Business	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 561	ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACCP 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACCTLAB	ACCOUNTING LAB	0	Non-College Specific	This workshop is an accounting lab that allows students to work on accounting principles.

ADM 511	Personnel Administration for Educators	3	College of Education	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	College of Education	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	College of Education	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	College of Education	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 516	Ethical and Legal Issues for Administrators	3	College of Education	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.
ADM 517	Special Education Program Administration	3	College of Education	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADM 590	INTERNSHIP ON THE PRINCIPALSHIP	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 591	INTERNSHIP ON THE SUPERINTENDENCY	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.

ADM 592	INTERNSHIP OF THE SUPERVISOR	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to- day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 510	VISIONARY LEADERSHIP: FOUNDATIONS OF LEADERSHIP	3	College of Education	This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.
ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 533	COACHING AS A LEADER	3	College of Education	This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.
ADMIN 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 540	LEADERSHIP IV: COMMUNITY	1	College of Education	This course focuses on community leadership, including representing and promoting the school's accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school's mission, vision, and goals. Field experience, portfolio, and practicum will be applied.
ADMIN 541	COMMUNITY LEADERSHIP	3	College of Education	This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.
ADMIN 550	LEADERSHIP V: ASSESSMENT OF LEADERSHIP	4	College of Education	This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.
ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	College of Education	This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of Education	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 596A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 596B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 596C	PRINCIPAL INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AED 222	INTRO TO THE EXCEPTIONAL LEARNER	3	College of Education	This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	College of Education	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	COMMUNITY-BASED EDUCATION	3	College of Education	This course provides an overview of community- based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

AET 552	MARKETING ADULT EDUCATION	3	College of Education	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 560	FACILITATING CHANGE	3	College of Education	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	College of Education	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	College of Education	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	College of Criminal Justice and Security	This course provides new College of Security and Criminal Justice graduate students with an introduction to the university's learning goals and resource utilization. Students will demonstrate graduate-level composition skills, communication skills and strategies for collaboration, critical thinking skills, the use of academically appropriate resources, and a basic knowledge of the United States Constitution.
AJS 504	SURVEY OF JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 514	CRIMINOLOGICAL THEORY	3	College of Criminal Justice and Security	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social- psychological approaches. This course also addresses victimology, to include topics such as victimization statistics, victimogenesis, and the prevention of victimization.
AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	College of Criminal Justice and Security	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.

AJS 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	ETHICS IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Relevant case studies will be used, as well as contemporary situations in ethics.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT	3	College of Criminal Justice and Security	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. It examines the specific factors to mitigate risk and the critical incident response to maintain order when risk management fails. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	PUBLIC POLICY ISSUES	3	College of Criminal Justice and Security	This course addresses the development and influence of public policy with respect to specific justice and security issues facing American society.

AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.
APAWKSHP	APA WORKSHOP	0	Non-College Specific	Non-credit bearing course ID for APA workshop offered at campus.
APB 001	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 002.

APB 003	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 004.
APB 005	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	College of Health Sciences and Nursing	This is assessment break period 006.

APB 010	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 020	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 030	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 040	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 050	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 060	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 070	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 080	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 090	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APMT 315	TECHNOLOGY AND SOCIETY	3	College of Social Sciences	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build, social and material capital. A special focus is on the benefits technology accrues to humans and communities as well as potential harmful effects of engaging with technology.
APMT 430	SOCIAL MEDIA AND HUMAN INTERACTION	3	College of Social Sciences	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology mediated relationships and social etiquette in cyber space.
APMT 440	INFLUENCE OF MEDIA ON BEHAVIOR	3	College of Social Sciences	This course explores the ways in which contemporary media shape cultures and human behaviors including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education and celebrity culture.

APMT 460	CYBER COMMUNICATIONS	3	College of Social Sciences	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations, and cyber commerce.
APMT 470	DIGITAL LEARNING	3	College of Social Sciences	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings. Emphasis will be placed on applying psychology principles to the efficacy of digital learning.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	This course offers a foundation in the visual arts,elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
ATD 309	CLASSROOM TEACHING AND TECHNOLOGY	3	College of Education	Students focus on strategies for instruction using traditional and alternative delivery method with an emphasis on teaching technology. Topics include instructional theories, lecture- based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.
AUT 510	Autism Spectrum Disorders: Foundations	3	College of Education	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	College of Education	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.

AUT 513	Autism Spectrum Disorders: Behavior Management	3	College of Education	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BACEU 2000	FOUNDATIONS IN DATA ANALYTICS	0.6	School of Continuing Education	Quantitative and qualitative data can both be used to investigate data behavior and patterns to enhance business productivity and decision-making. In this course, students will learn how data is analyzed and applied to the decision-making function of an organization. Concepts on data collection, processing, and integration will be presented as well as issues that may exist within the data. Students also will explore the role that statistics play in data analytics and learn about the multiple ways one can present data to tell a compelling story. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2010	DATABASE FUNDAMENTALS	0.6	School of Continuing Education	Organizations keep their business records within databases. To successfully extract information for use in business decisions, it is important to understand how data is structured and stored. In this course, students will learn the general principles involved in designing a database as it applies to a relational database model. Further, students will learn the terminology, data types, and integrity elements of database design and how queries allow data to be extracted from the database. To complete this course, students are required to have access to Microsoft Access software. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2020	BUSINESS INTELLIGENCE	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions that impact their future course of action. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis informs decision making. This course provides 0.6 continuing education units in one, 6-hour workshop.

BACEU 2030	DATA VISUALIZATION	0.6	School of Continuing Education	When faced with the prospect of understanding volumes of data, do reams of paper and spreadsheets make your eyes glaze over? Data visualization is the means by which lots of information can be more easily viewed - and understood - through charts, infographics, mind maps, and more. Students in this course will explore the tools used to create graphical representations that integrate significant data and analyses into engaging graphics, without losing sight of communicating the key information. This course provides 0.6 continuing education units in one, 6-hour workshop.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	College of Criminal Justice and Security	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Criminal Justice and Security	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	College of Criminal Justice and Security	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.
BCC 403	GLOBAL TECHNOLOGY AND CYBERCRIME	3	College of Criminal Justice and Security	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BECEU 1115	HUMAN CAPITAL	0.6	School of Continuing Education	Building strong human capital is key in staffing an organization that outperforms the competition. The human resource function plays a major role in building human capital, operating as a business partner for various departments within the company. Human resource professionals are expected to plan, organize, direct, and control strategic and operational activities related to human capital. This course will explore the role of the human resource department in collaborating with both internal and external partners to aid the organization in achieving strategic goals. It will focus on assessing risks, defining goals, assessing organization structure, and ensuring federal regulations and laws are followed. This course provides 0.4 continuing education units in one 4-hour workshop.
BECEU 1125	ORGANIZATIONAL BEHAVIOR	0.6	School of Continuing Education	Every organization, department and team has its own organizational dynamic. The team members, organization structure, company climate, and employee attitudes all play into organizational behavior. Organizational behavior affects the success of a company, and managers must be equipped to deal with the challenges that arise within their teams. In this course, students will learn the definition of organization behavior, variables and characteristics that influence organizational behavior at the individual and team level as well as how attitudes of employees drive the culture of the organization. This course provides 0.6 continuing education units in one, 6-hour workshop.

BECEU 1130	CUSTOMER SERVICE	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.
BECEU 1175	SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	Effective management of the supply chain helps prepare an organization to navigate through changes in demand and supply over the life cycle of a product. Strategic decisions related to supply chain design, planning, and operation contribute to an organization's productivity and profitability. In this course students gain an understanding of what a supply chain is and the various issues that must be considered when designing, planning, or operating a supply chain. Students also learn how companies achieve strategic fit between its supply chain strategy and its competitive strategy in order to design, make, and deliver products and services in an efficient and cost effective manner. This course provides 0.6 continuing education units in one, 6-hour workshop.
BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	College of Social Sciences	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 100	INTRODUCTION TO LIFE SCIENCE WITH LAB	4	College of Humanities and Sciences	This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

BIO 101	PRINCIPLES OF BIOLOGY	3	College of Humanities and Sciences	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	CONSERVATION BIOLOGY	3	College of Humanities and Sciences	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	College of Humanities and Sciences	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 315	ECOLOGY AND EVOLUTION	3	College of Humanities and Sciences	This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	INVERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	ENTOMOLOGY	3	College of Humanities and Sciences	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	College of Humanities and Sciences	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 350	GENERAL BIOLOGY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	GENERAL BIOLOGY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
BIO 405	HUMAN BIOLOGY	3	College of Humanities and Sciences	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	College of Humanities and Sciences	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	BUSINESS INFORMATION SYSTEMS	3	School of Business	This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BIS 375	SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS	3	School of Business	This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

BLE 571	Instructional Techniques and Methods	3	College of Education	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BMCEU 5005	ENTREPRENEURSHIP	0.6	School of Continuing Education	Some people are driven to be their own boss. Becoming an entrepreneur provides that opportunity, but it comes with a unique and broad set of responsibilities. As a small business owner, an entrepreneur holds the responsibility for success or failure of their organization. Entrepreneurs both lead and manage risks, and are responsible for all functions of a business. This course will introduce students to the principles of entrepreneurship, the components of starting a business, and resources necessary. Students will also explore how leadership plays a role in the success of a business. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5010	FINANCIAL ANALYSIS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5015	MARKETING PRINCIPLES	0.6	School of Continuing Education	At a strategic level, marketing provides many elements that guide an organization's development and execution of its business strategy. Marketing also plays a key role in identifying the competitive set, defining points of differentiation and establishing the brand. This course explains the role marketing plays in the development and execution of a business strategy and how this affects an organization. In this course, students will learn the principles of the marketing mix and the 4-Ps of marketing: Product, Price, Place, and Promotion. This course provides 0.4 continuing education units in one 4-hour workshop.

BMCEU 5020	OPERATIONS AND SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	It is the function of supply chain management to enable an organization to get things done, ensure materials and supplies are on hand at the right time, and create processes by which a business functions. Supply chain professionals who understand how to procure resources, produce goods, and sequence activities on time are critical to the success of a business and to the cost-efficient delivery of goods and services. This course covers the basics of operations and supply chain management. Students will learn why supply chain is an essential business function and how it drives the cost-efficient, on-time delivery of goods and services. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5030	ACCOUNTING BASICS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	Every organization has a need to keep track of spending and income which are some of the core elements of the accounting function. Accounting provides ongoing visibility into financial progress and is used both internally and externally to communicate performance. This course focuses on common accounting principles that govern organizations and ways the business manager can use this information. Students will learn how the accounting system relates to business activity and will identify methods of accounting for assets, inventory, and liabilities. Student also explore methods of calculating the time value of money as well as stockholders' equity. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5035	BUSINESS LAW AND ETHICS	0.6	School of Continuing Education	Supervisors blend the role of a leader and manager in guiding a team of employees to achieve the goals of an organization. In this role, supervisors are expected to act both legally and ethically and are expected to provide an example for their team. This course will explore the relationship between law and ethics and set the stage for the importance of conducting oneself in a legal and ethical manner to protect the organization. Students will complete an ethics self-assessment to guide them in decision making when faced with ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5040	STRATEGIC PLANNING SKILLS	0.6	School of Continuing Education	This course will provide students with a process for developing a clear understanding of a business's culture, operations, and market position in order to develop a strategic plan. That plan serves as a blueprint for gaining the competitive advantage necessary for an organization's success now and in the future. Students will develop an approach to formulate the strategic programs and initiatives critical to effectively leading and managing an organization. This course provides 0.6 continuing education units over one 6-hour workshop.

BMCEU 5065	SALES MANAGEMENT	0.6	School of Continuing Education	The core of every business is its sales team. Without sales, a company cannot financially survive. This course explores how to select an effective sales team and implement strategies to measure performance. Students learn how managing sales territories aligns with sales goals. Students will learn how territory management and sales forecasts relate to the sales function, then how to motive sales teams to reach the sales forecasts.
BMCEU 5090	CREATING A BUSINESS PLAN	0.6	School of Continuing Education	The lack of a plan is the primary reason businesses struggle. The business plan is not a one time endeavor, but a living document that grows and changes with the business. If there is not a formal business plan how can success be measured. In this course, students will learn the elements of a business plan and what is included in each element. Students will explore the concept of vendor financing and how the elements of a business plan align to securing financing. This course provides 0.6 continuing education units over one 6-hour workshops.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	College of Criminal Justice and Security	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.

BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	College of Criminal Justice and Security	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	College of Criminal Justice and Security	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 301	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	School of Business	This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	School of Business	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	College of Criminal Justice and Security	This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.
BPA 321	PERSONNEL MANAGEMENT	3	College of Criminal Justice and Security	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at- will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	College of Criminal Justice and Security	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non- profit organizations as well as in the international arena.

BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	College of Criminal Justice and Security	This course focuses on the implementation of public policy decisions through the identification and development of specific cincorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	RESEARCH IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	College of Criminal Justice and Security	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.

BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	College of Criminal Justice and Security	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	College of Criminal Justice and Security	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	College of Criminal Justice and Security	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	College of Criminal Justice and Security	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.

BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	URBAN AND REGIONAL PLANNING	3	College of Criminal Justice and Security	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	College of Criminal Justice and Security	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.

BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	School of Business	This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	CUSTOMER SERVICE MANAGEMENT	3	School of Business	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	SALES, TOOLS, AND STRATEGIES	3	School of Business	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.
BRM 246	RETAIL MARKETING: MERCHANDISING	3	School of Business	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 266	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	School of Business	This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 268	PRINCIPLES OF FOOD RETAILING	3	School of Business	This course will introduce merchandising, operating, technology, and financial considerations necessary for successful food retailing management. Students will evaluate and apply principles unique to food retail organizations such as: food store formats, food store operations, product replenishment, and the integrated food supply chain. Other topics include manufacturing and wholesale distribution, and financial principles specific to the food retail industry.
BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	School of Business	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 277	LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE	3	School of Business	This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill- building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.

BRM 353	PRODUCT AND BRAND MANAGEMENT	3	School of Business	This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.
BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	School of Business	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 310	BUSINESS SYSTEMS	3	College of Information Systems and Technology	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.
BSA 375	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	College of Health Sciences and Nursing	This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems development life cycle (SDLC) will be fundamental to the course.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	College of Information Systems and Technology	This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.
BSA 412	SYSTEMS ANALYSIS TOOLS	3	College of Information Systems and Technology	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSA 413	IT SERVICE MANAGEMENT	3	College of Information Systems and Technology	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT CAPSTONE	3	College of Information Systems and Technology	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	BUSINESS SYSTEMS I	3	College of Information Systems and Technology	This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BSA 502	BUSINESS SYSTEMS II	3	College of Information Systems and Technology	This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS AUDITING PROCESSES	3	College of Information Systems and Technology	This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.
BSA 510	IT GOVERNANCE AND MANAGEMENT	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (www.isaca.org) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	College of Information Systems and Technology	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	College of Information Systems and Technology	The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise's strategies and objectives.

BSA 525	INFORMATION ASSETS PROTECTION	3	College of Information Systems and Technology	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.
BSA 530	IT ARCHITECTURE	3	College of Information Systems and Technology	The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.
BSA 570	ANALYTIC PROGRAMMING	3	College of Information Systems and Technology	This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.

BSA 580	STATISTICAL BUSINESS ANALYTICS	3	College of Information Systems and Technology	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCEU 1005	PROBLEM-SOLVING SKILLS	0.6	School of Continuing Education	One of the essential constants in business is that problems arise that need to be solved. This course provides students with the tools to solve problems. In a corporate environment, using specialized groups to solve problems is becoming more and more common. Knowing how to work in groups to solve problems will enhance the student's effectiveness and value to an organization. This course will show students the fundamentals of problem solving -- from defining a problem, to identifying solutions and then presenting to the key decision-makers in an organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1010	BASIC BUSINESS MATH	0.6	School of Continuing Education	Most business transactions involve some form of math. Transactions commonly include commissions, markups and markdowns, discounts, sales tax, interest calculations, and installment loan payments. This course begins with a review of the basic mathematical concepts of whole numbers, fractions, decimals, percentages, simple equations, and percentage formulas. Students will then learn how these basic concepts are applied to business applications. Graphs commonly used in business, as well statistical applications for business are presented. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1015	DEALING WITH CHALLENGING CUSTOMER INTERACTIONS	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1020	EMOTIONAL INTELLIGENCE FOR MANAGERS	0.6	School of Continuing Education	To be an effective manager it is important to be aware of emotional intelligence and its significant impact on the ability to manage effectively. In this course, students will assess their current emotional intelligence capabilities, determine their strengths, and identify areas of improvement. Students will examine how emotions affect behavior and how those behaviors impact their relationships with others. Students will also be introduced to strategies for managing the emotional energy in themselves and others. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1025	BASIC COMPUTER SKILLS	0.6	School of Continuing Education	In today's workplace a person must be computer literate to be productive. Computer literacy is a combination of understanding the hardware, software, operating system and productivity software elements and how they interact. In this course, students will learn with basic computer components and function of each component. Using Windows 7 as the operating system, students will explore methods for managing files and folders and customizing the desktop. Students will learn about various software applications used to be productive in a business environment. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1030	PROJECT MANAGEMENT SKILLS FOR NON-PROJECT MANAGERS	0.6	School of Continuing Education	Even if not formally employed as a project manager, one may occasionally be called upon to lead a small- to medium-sized project for their organization. In this course, students learn the basics of the project management process and the tools needed to manage small- to medium-size projects. Project planning and project implementation will be explained and how these processes play into delivering a project on time and on budget. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1035	ETHICAL DECISIONS-MAKING ESSENTIALS	0.6	School of Continuing Education	Making ethical decisions can be a difficult task. The decision-maker must collect details about the situation, consider the ethical issues and people involved, and then implement the best action possible. This course provides students with a self-assessment, tools, and techniques to make ethical decisions. Students will be able to use ethical decision-making concepts to select the best decision in various ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1040	MANAGING CONFLICT	0.6	School of Continuing Education	In order to manage conflict, it is helpful to both understand how individuals react in conflict situations and identify what they can do to reduce conflict. This course will provide students with tools and assist you in understanding and implementing strategies that will help you manage conflict effectively. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1045	MAKING EFFECTIVE DECISIONS	0.6	School of Continuing Education	Decision-making skills are essential in today's workplace. Whether making simple or complex decisions, one needs to consider various factors that influence a decision and its results. This course provides methods and techniques used to make effective decisions. Students learn decision-making concepts and strategies used to decide upon the best choice in various situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1100	BASIC WORD PROCESSING WITH MICROSOFT WORD	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the basic functions of Word, which is designed to help users move smoothly through the task of creating professional documents. Students will learn how to create and edit simple documents, format, add tables and lists, incorporate design elements, and proof documents. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1150	ADVANCED WORD FEATURES	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the advanced features of Word including creating complex documents, automating tasks, and methods to maintain consistency between documents. Students will learn how to control text flows between paragraphs and pages, insert hyperlinks, and modify how graphics and text appear together on the pages. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1200	ORGANIZING YOUR DAY WITH OUTLOOK BASICS	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the basic features of Outlook and the interface, Students learn how to create and send emails, to use Outlook to manage appointments and meeting, maintain contact information, create Tasks and Notes, and customize the Outlook interface. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1240	ADVANCED OUTLOOK FEATURES	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the more advanced features of Outlook. Students learn how to use advanced messaging options, calendar management, share Outlook workspaces with other users, and manage Outlook data files. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1300	FOUNDATIONS OF MICROSOFT EXCEL	0.6	School of Continuing Education	Organizations rely on information to make sound decisions. The ability to make sense of all of that data is becoming more challenging and a tool like Microsoft Excel can assist in organizing and presenting data. In this course, students will explore the basic foundational skills of Microsoft Excel. Students will learn how to perform calculations, modify and format worksheets, print workbooks, and manage workbooks. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1350	INTERMEDIATE FEATURES OF MICRSOFT(R) EXCEL(R)	0.8	School of Continuing Education	Using Excel(R) software's advanced spreadsheet functions, users are able to improve their efficiency and effectiveness by using powerful tools provided in the software. Users can extract and organize data using tools and formulas, sort and filter data, create PivotTables and PivotCharts, and customize workbooks. In this course, advanced formulas and various tools to analyze data will be presented. Students will learn to organize table data, present data as charts, and enhance the look and appeal of workbooks by adding graphical objects. This course provides 0.8 continuing education units over one 8-hour workshop.

BSCEU 1375	ADVANCED FEATURES OF MICROSOFT(R) EXCEL(R)	0.8	School of Continuing Education	For users that are called upon to analyze and report on data frequently, the advanced features of Excel(R) automate repetitive processes so users can focus on what is really important. This course will take a deeper dive into the advanced functions of Excel including, how to use Excel to collaborate with colleagues, automate complex or repetitive tasks, and use conditional logic to construct and apply elaborate formulas and functions. Having this knowledge will put the full power of Excel right at the user's fingertips. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCEU 1400	INTRODUCTION TO MICROSOFT POWERPOINT	0.6	School of Continuing Education	In today's workplace, information is constantly streaming in and increasing each day, and with so much information it can be difficult to grab people's attention. This course introduces students to the basic concepts of Microsoft(R) PowerPoint(R) for presenting clear, organized, and engaging information. Students will learn how to use the vast array of features and functionality of PowerPoint(R) as well as identify ways to organize content, enhance it with high-impact visuals, and effectively deliver content. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1470	ADVANCED FEATURES OF MICROSOFT(R) POWERPOINT(R)	0.8	School of Continuing Education	Professionals are commonly called upon to deliver presentations with little notice, at multiple venues, and with varying requirements. Given all the variables, it may seem overwhelming for presenters to deliver their content on time and to a variety of audiences. Microsoft(R) PowerPoint(R) 2013 provides tools to help users deliver content for nearly any situation, using time effective software that provides predesigned templates. This course will introduce students to an advanced-level usability, security, collaboration, and distribution functionality of PowerPoint(R) 2013. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

BSCOM 234	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 268	FOUNDATIONS OF MASS COMMUNICATION	3	School of Business	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	ADVERTISING AND THE MEDIA	3	School of Business	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 324	COMMUNICATION RESEARCH	3	School of Business	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.

BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	School of Business	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336	COMMUNICATION THEORIES AND PRACTICE	3	School of Business	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	School of Business	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 360	ORGANIZATIONAL COMMUNICATION	3	School of Business	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

BSCOM 384	MARKETING COMMUNICATIONS	3	School of Business	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 385	PUBLIC RELATIONS AND MESSAGE MANAGEMENT	3	School of Business	This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship- building strategies, crisis communication, ethics, and the development of public relations messages.
BSCOM 386	SALES COMMUNICATIONS	3	School of Business	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.
BSCOM 390	INTERCULTURAL COMMUNICATION	3	School of Business	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

BSCOM 410	MEDIA AND SOCIETY	3	School of Business	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	COMMUNICATION LAW	3	School of Business	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	School of Business	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 460	ETHICS AND COMMUNICATION	3	School of Business	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	School of Business	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	School of Business	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	School of Business	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).

BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).
BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard- to-serve populations in general. Students will complete Module 9 of the MHF training.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	College of Social Sciences	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.
BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	College of Social Sciences	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	College of Social Sciences	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	College of Social Sciences	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.

BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	College of Social Sciences	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 407	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	CHILDHOOD ABUSE AND NEGLECT	3	College of Social Sciences	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 411	FIELD EXPERIENCE/PART II	3	College of Social Sciences	Curriculum Guide Description 04/01/2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.

BSHS 415	FIELD EXPERIENCE I	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.
BSHS 415O	ORIENTATION TO FIELD EXPERIENCE	0	College of Social Sciences	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.
BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	College of Social Sciences	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	College of Social Sciences	This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425

BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	College of Social Sciences	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426
BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438	CARE FOR AGING POPULATIONS	3	College of Social Sciences	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.
BSHS 439	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	College of Social Sciences	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.
BSHS 455	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self- responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.
BSHS 458	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	College of Social Sciences	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475	FIELD EXPERIENCE II	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2- hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	College of Social Sciences	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.
BSHS 491	FIELD EXPERIENCE /PART III	3	College of Social Sciences	This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.
BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	College of Education	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	College of Criminal Justice and Security	This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	College of Criminal Justice and Security	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	College of Criminal Justice and Security	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483	WORLD VIEW OF HOMELAND SECURITY	3	College of Criminal Justice and Security	Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	FOUNDATIONS OF BUSINESS	3	School of Business	In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.

BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.
BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	SEMINAR IN BUSINESS TOPICS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	School of Advanced Studies	This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

BUS 731	TRANSFORMING THE BUSINESS I	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.
BUS 732	TRANSFORMING THE BUSINESS II	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	School of Advanced Studies	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
BUSP 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.

CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	School of Business	This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population- specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES	3	College of Social Sciences	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR	3	College of Social Sciences	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	College of Social Sciences	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	PSYCHOMETRICS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations

CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co- leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	College of Social Sciences	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 585	COMMUNITY COUNSELING	3	College of Social Sciences	This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.
CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	College of Social Sciences	This course is an orientation to the practicum and internship.
CCMH 597A	INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597B	INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597C	INTERNSHIP C	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CHM 109	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 110	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 150	GENERAL CHEMISTRY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	GENERAL CHEMISTRY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
CIS 207	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 207T	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.

CIS 211	OFFICE SOFTWARE SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.
CIS 291	PC AND DEVICE FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 293	NETWORK TROUBLESHOOTING AND SUPPORT	3	College of Information Systems and Technology	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 295	INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-902 exam.

CIS 297	COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-902 exam.
CIS 298	HEALTHCARE IT	3	College of Information Systems and Technology	This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	College of Information Systems and Technology	The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.
CIS 568	INFORMATION SYSTEMS CONCEPTS	3	College of Information Systems and Technology	This Course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	College of Information Systems and Technology	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	College of Information Systems and Technology	This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	College of Information Systems and Technology	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.

CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	College of Information Systems and Technology	This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	INTERNET BUSINESS CONCEPTS	3	College of Information Systems and Technology	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	NETWORK TECHNOLOGY FOUNDATIONS	3	College of Information Systems and Technology	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 304	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 305	CRIMINAL LAW	3	College of Criminal Justice and Security	This course is an introduction to the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment and the way criminal law impacts crime victims are also discussed.
CJA 314	CRIMINOLOGY	3	College of Criminal Justice and Security	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments; searches and seizures; interrogations and confessions; identifications; and pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examining homeland security issues.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 325	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 333	POLICING THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.
CJA 335	RESEARCH STATISTICS	3	College of Criminal Justice and Security	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 345	RESEARCH METHODS AND EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 355	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	College of Criminal Justice and Security	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 373	CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	INTERAGENCY COMMUNICATION	3	College of Criminal Justice and Security	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter- organizational communication, and potential collaboration models are explored.
CJA 383	INSTITUTIONAL AND COMMUNITY CORRECTIONS	3	College of Criminal Justice and Security	An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 394	CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 395	CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 444	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.
CJA 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.
CJA 475	FORECASTING AND STRATEGIC PLANNING	3	College of Criminal Justice and Security	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 483	FUTURES OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.
CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of human services in the criminal justice system as addressed by criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 200	FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the foundational elements of the criminal justice system. Students will begin to examine this system from its influential past to its multi- faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems, their impact, and their roles in our society. Other topics include crime causation, terrorism.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical and philosophical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.
CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.

CJS 210	FUNDAMENTALS OF POLICING	3	College of Criminal Justice and Security	This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational structure of police departments. This course will also discuss the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.
CJS 211	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	College of Criminal Justice and Security	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 220	INTRODUCTION TO CRIMINAL COURT SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.
CJS 231	CRIMINOLOGY	3	College of Criminal Justice and Security	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	VICTIMOLOGY	3	College of Criminal Justice and Security	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and explanations for delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJS 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and Security	This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future ontegration of private security services in law enforcement agencies.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMC 240	INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER	3	School of Business	Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. They will furthermore do this with an eye toward social responsibility and professional ethics.

CMC 260	COMMUNICATION VARIETY: THE SPICE OF LIFE	3	School of Business	The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMCEU 1000	EFFECTIVE BUSINESS COMMUNICATION	0.6	School of Continuing Education	To be successful in the business environment, one must be able to develop ideas, express them clearly, and persuade others of their viability. This course offers students effective strategies to sharpen their writing skills in letters and reports by structuring their ideas logically, exercising diplomacy and shaping their arguments for optimal effect. Students will also learn proper communication etiquette and the need for professionalism in various forms of business communication. This course provides 0.8 continuing education units in two 4-hour workshops.
CMCEU 1030	FACE TO FACE COMMUNICATION	0.6	School of Continuing Education	Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. In this course, students discover the power and need for face-to-face communication and how to improve skills to become a competent communicator. Topics include verbal and non-verbal elements of message delivery, how words are used to create positive relationships and resolve conflict, and how good listening ability factors into human interaction. Ways to adapt face-to-face communication principles for remote settings are also explored. This course provides 0.6 continuing education units in one, 6-hour workshop.
CMCEU 1040	TIME MANAGEMENT	0.6	School of Continuing Education	Time is a form of currency, and the ways that we talk about it illustrate its value: we say "Time is money," and "My time was well spent," or "It's a waste of time." Like most professionals, you've probably struggled with managing this resource effectively. In this course, you will practice techniques that will help you achieve more effective use of your time so that you can direct your energy towards the activities that will further your professional and personal goals. You will identify effective time-management strategies, including defining personal and professional goals, establishing priorities, and identifying the tasks that will be critical to achieving those goals. You will also create a personal time-management action plan. This course provides 0.6 continuing education units in one, 6-hour workshop.

CMGT 245	IS SECURITY CONCEPTS	3	College of Information Systems and Technology	This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	College of Information Systems and Technology	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	College of Information Systems and Technology	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 413	APPLICATION ACQUISITION AND SOURCING	3	College of Information Systems and Technology	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	ENTERPRISE SECURITY	3	College of Information Systems and Technology	This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	College of Information Systems and Technology	This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP's ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.
CMGT 433	CYBER SECURITY	3	College of Information Systems and Technology	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.

CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	College of Information Systems and Technology	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
CMGT 445	APPLICATION IMPLEMENTATION	3	College of Information Systems and Technology	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 554	IT INFRASTRUCTURE	3	College of Information Systems and Technology	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	College of Information Systems and Technology	This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.

CMGT 556	ENTERPRISE MODELS	3	College of Information Systems and Technology	This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	College of Information Systems and Technology	The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.
CMGT 575	CIS PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break- down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.
CMGT 578	CIS STRATEGIC PLANNING	3	College of Information Systems and Technology	This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organizations current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.

CMGT 582	SECURITY & ETHICS	3	College of Information Systems and Technology	The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS INTEGRATION	3	College of Information Systems and Technology	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	College of Social Sciences	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CMHC 597C	INTERNSHIP C	3	College of Social Sciences	Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.

CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	College of Social Sciences	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.
CNSL 502	GRADUATE PORTFOLIO I	0	College of Social Sciences	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CNSL 503R	RESIDENCY I	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)
CNSL 513R	RESIDENCY II	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)

CNSL 523R	RESIDENCY III	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)
CNSL 556	PORTFOLIO II	0	College of Social Sciences	Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.
COM 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.
COM 295T	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 340	MASS COMMUNICATION	3	School of Business	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication in the future.
COM 516	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	College of Education	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.
COM 537	ORGANIZATIONAL COMMUNICATIONS	3	School of Business	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Social Sciences	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	COMMUNICATION STRATEGIES	1	School of Advanced Studies	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	College of Humanities and Sciences	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	School of Business	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	School of Business	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMM 470	COMMUNICATING IN THE VIRTUAL WORKPLACE	3	School of Business	This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.
COMP 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.

COMPROG	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program for Computer Programming.
COMPROGLAB	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program Computer Programming Labs.
CONFWKSP	CONFLICT RESOLUTION FOR STUDY GROUPS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
CPMGT 300	PROJECT MANAGEMENT	3	School of Business	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	School of Business	This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.
CPMGT 302	PROCUREMENT AND RISK MANAGEMENT	3	School of Business	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	School of Business	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	LEADING PROJECTS IN ORGANIZATIONS	3	School of Business	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	PROJECT MANAGEMENT CAPSTONE	3	School of Business	This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.
CPMGT 310	PROJECT MANAGEMENT METHODOLOGIES	3	School of Business	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY	3	School of Business	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to rapidly deliver improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning tracking, and tools for defining and measuring progress.
CPMGT 312	PROGRAM MANAGEMENT	3	School of Business	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Social Sciences	This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.
CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	College of Social Sciences	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.
CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	College of Social Sciences	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	College of Social Sciences	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	College of Social Sciences	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	College of Social Sciences	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	College of Social Sciences	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.

CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	College of Social Sciences	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	College of Social Sciences	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	PROGRAM FACILITATION SKILLS	3	College of Social Sciences	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	College of Social Sciences	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.

CPSS 405	WORKING WITH SEX OFFENDERS	3	College of Social Sciences	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	College of Social Sciences	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	College of Social Sciences	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	College of Social Sciences	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	College of Social Sciences	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	College of Social Sciences	This course allows students to examine the complex correlation between of family dynamics and juvenile deliquency. Students explore topics related to prevention, development, and rehabilitation.

CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	College of Social Sciences	This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	College of Social Sciences	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	College of Social Sciences	This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.

CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	College of Social Sciences	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	College of Social Sciences	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	CULTURE AND COMMUNICATION	3	School of Business	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	School of Business	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.

CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	School of Business	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 477	RACE AND CLASS IN THE MEDIA	3	School of Business	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.
CSS 422	SOFTWARE ARCHITECTURE	3	College of Information Systems and Technology	This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
CSS 562	PROGRAMMING CONCEPTS	3	College of Information Systems and Technology	This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CTEC 510	Overview of Career and Technical Education	3	College of Education	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	College of Education	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	College of Education	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.
CTEL 502	ASSESSMENT AND INSTRUCTION	4	College of Education	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards- based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDAIE such as resources, approaches and methods, listening and speaking, and reading and writing.

CTEL 503	CULTURE AND INCLUSION	4	College of Education	This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.
CTSKILLS	CRITICAL THINKING WORKSHOP	0	Non-College Specific	The ability to think critically, solve problems, and make decisions is a valuable skill that students will need to apply both in their professional lives and academic careers. Some decisions are routine and require little, if any, contemplation. Other decisions are complex and require a considerable amount of thought and reflection. This three hour seminar introduces students to the concept of assumptions in critical thinking and presents a model to aid in the examination of complex decisions. First, students are presented with a definition of assumptions, an explanation of how assumptions are developed, and an examination of strategies for identifying assumptions that drive their own behavior. It also presents the critical thinking definition of argument and how language is used to support or discredit arguments. Second, students are presented with a five-step problem solving model. Whether a complicated work problem, a difficult assignment at school, or a major life decision; this model gives students a tool for evaluating situations, developing alternatives, and shaping a plan of action.
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	College of Education	Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	College of Education	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	College of Education	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	College of Education	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	ADVOCATING FOR LEARNING	3	College of Education	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.

CUR 525	ETHICAL ISSUES IN EDUCATION	3	College of Education	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision- making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	ASSESSMENT OF LEARNING	3	College of Education	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	College of Education	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school- wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.
CUR 532	FACILITATING ONLINE LEARNING	3	College of Education	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	College of Education	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
CUR 540	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	College of Education	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	College of Education	Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.
CUR 550	ENGAGING IN COMMUNITIES OF PRACTICE	3	College of Education	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	College of Education	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high- quality staff development and learning networks.
CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	School of Advanced Studies	Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712	CURRICULUM THEORY	3	School of Advanced Studies	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	School of Advanced Studies	This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	CURRICULUM DESIGN	3	School of Advanced Studies	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	INSTRUCTIONAL MODELS	3	School of Advanced Studies	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	ASSESSMENT OF STUDENT LEARNING	3	School of Advanced Studies	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	School of Advanced Studies	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CVCEU 2100	THE 5 CHOICES(R) TO EXTRAORDINARY PRODUCTIVITY	1.6	School of Continuing Education	The ordinary just happens, but extraordinary - that's a choice. Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten the ability to think clearly, make good decisions, and accomplish what matters most leaving individuals worn out and unfulfilled. This course offers the exceptional FranklinCovey(R) The 5 Choices of Productivity. This course presents time management redefined for the twenty-first century offering insights to increase productivity of teams, individuals, and organizations while empowering individuals to make more selective, high-impact choices about where to invest valuable time, attention, and energy. This 16 instructional hour course issues 1.6 continuing education units.
CVCEU 2500	RULE YOUR TECHNOLOGY DON'T LET IT RULE YOU	0.6	School of Continuing Education	Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten our ability to think clearly, make good decisions, and accomplish what matters most, leaving individuals worn out and unfulfilled. This course covers Choice 4 from the exceptional FranklinCovey (TM) The 5 Choices of Productivity. This materials is time management redefined for the twenty-first century: offering insights to increase productivity through the use of technology. This course provides .6 continuing education units in one, 6-hour workshop.
CYB 205	Infrastructure Administration	3	College of Information Systems and Technology	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.

CYB 409	Information Systems Leadership, Projects and Operations	3	College of Information Systems and Technology	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 492	Capstone Bachelor Implementation	3	College of Information Systems and Technology	This capstone project is the implementation phase of the capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense and other Core Courses, and the twelve selected Elective courses.
DAT 335	User Interface Principles and Design	3	College of Information Systems and Technology	This course introduces principles and techniques of user interface design with particular emphasis on databases.
DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	School of Business	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.

DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	College of Information Systems and Technology	This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	College of Information Systems and Technology	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.
DBM 296	ADMINISTERING A SQL SERVER	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.
DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.

DBM 380	DATABASE CONCEPTS	3	College of Information Systems and Technology	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	DATABASE CONCEPTS	3	College of Health Sciences and Nursing	This course covers health care database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration within the health care industry.
DBM 384	SPECIAL PURPOSE DATABASES	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	College of Information Systems and Technology	This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	DATABASE MANAGEMENT	3	College of Information Systems and Technology	The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.
DEVQA 898	TEST COURSE 4	3	Non-College Specific	
DEVQA 899	TEST COURSE 5	3	Non-College Specific	
DEVQA 997	TEST COURSE 1	3	Non-College Specific	

DEVQA 998	TEST COURSE 2	4	Non-College Specific	
DEVQA 999	TEST COURSE 3	3	Non-College Specific	
DEVQA LAD	TEST COURSE 6	10	Non-College Specific	test course
DEVQA898	TEST COURSE 4	3	Non-College Specific	

DEVQA899	TEST COURSE 5	3	Non-College Specific	
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	School of Advanced Studies	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level. 3 credits.
DHA 714	HEALTH CARE MARKETING	3	School of Advanced Studies	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services. 3 credits.
DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	School of Advanced Studies	Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	HEALTH CARE ECONOMICS	3	School of Advanced Studies	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services. 3 credits.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	School of Advanced Studies	Contemporary administration requires a thorough understanding of governmental policy and regulatory development process. Students analyze the history of health financing legislation and regulatory implications of the Medicare and Medicaid programs. This course examines the impact of emerging social, economic, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	School of Advanced Studies	This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology. 3 credits.
DHA 724	GLOBALIZATION OF HEALTH CARE	3	School of Advanced Studies	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development. 3 credits.

DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	School of Advanced Studies	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision-making. Students will apply this science in the analysis of emerging health epidemics and diseases. 3 credits.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	School of Advanced Studies	This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings. 3 credits.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge. 3 credits.
DHAX 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DISCWKSP	DISC FOR STUDY GROUPS	0	Non-College Specific	The DiSC for Study Groups is a class that provides a personality profile and behavioral profile for students to help them improve their communication and interaction with other study group members. It is designed to help students succeed in their study groups.
DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	School of Advanced Studies	This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 720N	PROPOSAL SEMINAR	3	School of Advanced Studies	This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 720R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This 3-day residency course begins the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This course will incorporate students from various doctoral programs/disciplines.
DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines. 3 credits.
DOC 723	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines.

DOC 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	School of Advanced Studies	This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.

DOC 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	School of Advanced Studies	This 3-day residency course is designed to facilitate the process through an approved doctoral proposal to final submission of the doctoral dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 735	RESEARCH PROPOSAL	3	School of Advanced Studies	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	DISSERTATION I	3	School of Advanced Studies	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736C	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC/737.

DOC 736IA	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IC	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736N1	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737

DOC 736N2	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737.
DOC 736N3	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737
DOC 737	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/ mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 737I	DISSERTATION II	3	School of Advanced Studies	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner/chair agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737N	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738B	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738C	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738IA	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IC	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N1	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738N2	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738N3	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 740R	ANNUAL RENEWAL RESIDENCY	0	School of Advanced Studies	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
DOC 741	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.

DOC 741A	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 741R	ANNUAL RENEWAL RESIDENCY	2	School of Advanced Studies	This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.
DOC 742	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to the Concept Review.
DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will allow the student to submit to the Concept Review.

DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.

DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 893	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 988	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 989	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 991	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 992	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 993	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 994	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 999	DOCTORAL DISSERTATION REVIEW FACULTY	0	School of Advanced Studies	Test course for doctoral dissertation review faculty.
DOCX 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOCX 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOCX 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DSC 330	DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS	3	School of Business	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.

ECE 510	Effective Instruction for Early Childhood Education	3	College of Education	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	College of Education	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	College of Education	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	College of Education	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.

ECE 514	FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.
ECH 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	College of Education	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self- evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	College of Education	This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.
ECH 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance young children's learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing children's problem-solving skills.
ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	College of Education	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	College of Education	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	College of Education	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	College of Education	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)	4	College of Education	This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on Kindergarten through Age 8 or through Grade 3 student teaching experiences.

ECH 598	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 599	EARLY CHILDHOOD STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 365T	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 370	ENVIRONMENTAL ECONOMICS	3	College of Humanities and Sciences	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 561	ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

EDCEU 1001	CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT	0.5	School of Continuing Education	Excellent classroom management is critical for new and experienced teachers alike. This professional development course focuses on strategies used in managing a positive classroom. Topics include management models, motivation, working with disruptive students, classroom expectations and procedures, and communication. Students will practice using multiple strategies for student engagement and classroom management. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1002	ASSESSMENT AND EVALUATION	0.5	School of Continuing Education	Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development course examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques. This course provides 0.5 continuing education units in one 5-hour course.
EDCEU 1003	DIFFERENTIATED LEARNING	0.5	School of Continuing Education	Differentiation is no easy feat. This professional development course will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading, and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills, and content area mastery, including selecting supplemental content area media for a variety of reading levels. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1004	POSITIVE BEHAVIOR AND SUPPORTS (PBIS)	0.5	School of Continuing Education	This course is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the planning process in their school.

EDCEU 1005	THE GIFTED AND TALENTED LEARNER	0.5	School of Continuing Education	This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and Creative Thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.
EDCEU 1006	HIGHER ORDER THINKING SKILLS	0.5	School of Continuing Education	Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development course examines the (HOTS) required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.
EDCEU 1007	THE HIGHLY EFFECTIVE SUBSTITUTE EDUCATOR	1.5	School of Continuing Education	This professional development course is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management, and instructional strategies that promote student learning.
EDCEU 1008	FLORIDA TEACHER CERTIFICATION EXAM GK TEST PREP	0.5	School of Continuing Education	This course prepares students for the Florida Teacher Certification General Knowledge Exam by reviewing key reading, English language skills and essay, as well as key mathematics topics.

EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	School of Advanced Studies	This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.
EDD 712	LEADERSHIP IN CONTEMPORARY ORGANIZATION	3	School of Advanced Studies	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 713	LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM	3	School of Advanced Studies	The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/ training and the military play in instilling a belief in lifelong learning is of focus.
EDD 714	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	School of Advanced Studies	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	PLANNING AND LEADING CHANGE	3	School of Advanced Studies	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	THE LEGAL CONTEXT OF EDUCATION	3	School of Advanced Studies	This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case laws and specific pieces of education legislation are reviewed.
EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	School of Advanced Studies	The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724	INSTRUCTIONAL LEADERSHIP	3	School of Advanced Studies	In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.

EDD 731	THE ECONOMICS OF EDUCATION	3	School of Advanced Studies	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	School of Advanced Studies	This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
EDD 733	EVALUATION AND ASSESSMENT METHODS	3	School of Advanced Studies	This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	School of Advanced Studies	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	School of Advanced Studies	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 721	INSTRUCTIONAL DESIGN	3	School of Advanced Studies	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	DISTANCE LEARNING	3	School of Advanced Studies	This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	School of Advanced Studies	This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.

EDT 731	SYSTEM ANALYSIS AND DESIGN	3	School of Advanced Studies	This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.
EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	School of Advanced Studies	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	TECHNOLOGY LEADERSHIP	3	School of Advanced Studies	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	FOUNDATIONS OF EDUCATION	3	College of Education	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	College of Education	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	College of Education	In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.
EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	College of Education	This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions-whether inherited through culture and tradition or consciously adopted-interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.
EDU 300	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 300CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a preK-8 environment.

EDU 305CA	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 311CA	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	College of Education	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 321	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 321CA	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	ELEMENTARY EDUCATION SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EDUC 519	FOUNDATIONS OF EDUCATION	3	College of Education	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	CLASSROOM MANAGEMENT FOR EDUCATORS	3	College of Education	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored.Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	College of Education	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	College of Education	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	College of Education	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	TEACHING CRITICAL THINKING SKILLS	3	College of Education	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	College of Education	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	College of Education	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	College of Education	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	College of Education	This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420	ELEMENTARY METHODS - SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425	ELEMENTARY METHODS- HEALTH/PE	3	College of Education	This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430	ELEMENTARY METHODS - SOCIAL STUDIES	3	College of Education	This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435	ELEMENTARY METHODS - FINE ARTS	3	College of Education	This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 438CA	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data- collection tools designed to assess student learning.
EED 496	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.

EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

ELEC 710	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 711	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 712	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 713	PHD I/O ELECTIVE	3	School of Advanced Studies	Elective course for PHD I/O program: PSYCH/780 or PSYCH/790

ELEC 714	DHA ELECTIVE	3	School of Advanced Studies	Placeholder for elective courses in the DHA program.
ELEC 725	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 532	Creating an Effective Learning Environment	3	College of Education	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	College of Education	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	College of Education	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.

ELM 536	Social Studies Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE	2	College of Education	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.

ELM 545	ELEMENTARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 583	Elementary Clinical Practice	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
ELM 586	ELEMENTARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
ELM 587	ELEMENTARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.
ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 599	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	EMERGENCY PREPAREDNESS AND PLANNING	3	College of Health Sciences and Nursing	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	EMERGENCY SERVICES AND THE COMMUNITY	3	College of Health Sciences and Nursing	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350	MANAGING EMERGENCY RESPONSE OPERATIONS	3	College of Health Sciences and Nursing	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 100	CRITICAL READING AND COMPOSITION	3	College of Humanities and Sciences	This course develops the reading, writing and critical thinking skills that are essential for academic and life success.
ENG 101	EFFECTIVE ESSAY WRITING	3	College of Humanities and Sciences	Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.
ENG 102	RESEARCH WRITING	3	College of Humanities and Sciences	Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ENG 106	SURVEY OF LITERARY MASTERPIECES	3	College of Humanities and Sciences	This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 125	LITERATURE IN SOCIETY	3	College of Humanities and Sciences	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.
ENG 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	College of Humanities and Sciences	This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.
ENG 157	MULTICULTURAL LITERATURE	3	College of Humanities and Sciences	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 200	RHETORIC AND RESEARCH	3	College of Humanities and Sciences	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	College of Humanities and Sciences	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	MECHANICS OF WRITING	3	College of Humanities and Sciences	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	INTRODUCTION TO CREATIVE WRITING	3	College of Humanities and Sciences	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.

ENG 260	FOLKLORE AND FAIRYTALES	3	College of Humanities and Sciences	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265	THE SHORT STORY	3	College of Humanities and Sciences	This course examines the short story through notable works and writers.
ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.

ENG 295	CHILDREN'S LITERATURE	3	College of Humanities and Sciences	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 301	AMERICAN ETHNIC LITERATURE	3	College of Humanities and Sciences	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	WRITING PROPOSALS	1	College of Humanities and Sciences	This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	College of Humanities and Sciences	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380	APPLIED LINGUISTICS	3	College of Humanities and Sciences	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 437	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	College of Humanities and Sciences	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

ENG 491	AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political and social writings, and poetry will be read and discussed.
ENG 492	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493	ENGLISH LITERATURE TO 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.
ENG 494	ENGLISH LITERATURE SINCE 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 495	ADVANCED CREATIVE WRITING	3	College of Humanities and Sciences	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.
ENGPROF 01	ENGLISH COMPOSITION PROFICIENCY COURSE	0	College of Humanities and Sciences	This proficiency exam, which is a zero credit- bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.
ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	School of Business	This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	School of Business	This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.

ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	School of Business	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100M	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.
ENV 310	ENVIRONMENTAL MANAGEMENT	3	College of Humanities and Sciences	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	College of Humanities and Sciences	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 320	ENVIRONMENTAL LAW	3	College of Humanities and Sciences	This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.
ENV 340	ENERGY AND THE ENVIRONMENT	3	College of Humanities and Sciences	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.
ENV 410	ENVIRONMENTAL TOXICOLOGY	3	College of Humanities and Sciences	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	ENVIRONMENTAL RISK ASSESSMENT	3	College of Humanities and Sciences	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 431	PUBLIC POLICY ANALYSIS	3	College of Humanities and Sciences	This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 125	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	College of Humanities and Sciences	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter- related nature of ethics, morality, legal responsibility, and social issues.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	School of Business	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.
ETH 328	DATA ETHICS AND SECURITY	3	School of Business	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	ACCOUNTING ETHICS	3	School of Business	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

EXAM 799	COMPREHENSIVE EXAMINATION	1	School of Advanced Studies	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.
FIN 366	FINANCIAL INSTITUTIONS	3	School of Business	This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.
FIN 370	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 370T	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	School of Business	This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
FIN 402	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	School of Business	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	WORKING CAPITAL MANAGEMENT	3	School of Business	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to- day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.
FIN 415	CORPORATE RISK MANAGEMENT	3	School of Business	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419	FINANCE FOR DECISION MAKING	3	School of Business	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	PERSONAL FINANCIAL PLANNING	3	School of Business	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	School of Business	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction ad contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	School of Business	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 444	MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING	3	School of Business	This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467	REAL ESTATE INVESTMENT	3	School of Business	This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	CORPORATE FINANCE	3	School of Business	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 572	HEALTHCARE FINANCE	3	School of Business	This course applies healthcare finance concepts to make effective management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include reimbursement strategies, cash flow, working capital, capital budgets, and long-term financing.
FIN 575	PROJECT BUDGET AND FINANCE	3	School of Business	This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
FIN 580	GLOBAL CAPITAL MARKETS	3	School of Business	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	FINANCIAL CONTROLLING	3	School of Business	This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590	AUDIT AND COMPLIANCE MANAGEMENT	3	School of Business	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	REAL ESTATE INVESTMENT	3	School of Business	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 592	MERGERS AND ACQUISITIONS	3	School of Business	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 593	INVESTMENT BANKING	3	School of Business	This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	School of Advanced Studies	This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP/IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.
FNP 001	FNP ORIENTATION	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
FP 100T	EVERYDAY ECONOMICS AND FINANCES	3	College of Humanities and Sciences	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FP 101	FOUNDATIONS OF PERSONAL FINANCE	3	College of Humanities and Sciences	This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

GBM 380	GLOBAL BUSINESS	3	School of Business	This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.
GBM 381	INTERNATIONAL TRADE	3	School of Business	This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.
GEN 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	College of Humanities and Sciences	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEN 480	INTERDISCIPLINARY CAPSTONE COURSE	3	College of Humanities and Sciences	This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

GEO 180	PHYSICAL GEOGRAPHY	3	College of Humanities and Sciences	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GFT 500	Teaching Gifted and Talented Learners	3	College of Education	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	College of Education	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	College of Education	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	College of Education	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GHA 548	FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS	3	College of Health Sciences and Nursing	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.
GHS 573	INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	College of Criminal Justice and Security	This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.
GHS 593	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	College of Criminal Justice and Security	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

GLG 220	PHYSICAL GEOLOGY	3	College of Humanities and Sciences	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.
GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	School of Business	This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

HCA 210	INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE	3	College of Health Sciences and Nursing	This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220	THE LANGUAGE OF HEALTH CARE	3	College of Health Sciences and Nursing	This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230	COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.
HCA 240	HEALTH & DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY	3	College of Health Sciences and Nursing	This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250	THE PSYCHOLOGY OF HEALTH	3	College of Health Sciences and Nursing	In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.
HCA 260	HEALTH CARE'S LAW AND ETHICS ENVIRONMENT	3	College of Health Sciences and Nursing	This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
HCA 270	FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.

HCIS 245	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.
HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 255	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
HCIS 265	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 275	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.
HCIS 305	TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and types of provider service models in the health care delivery systems. Topics will include common disease management and processes that impact the delivery of health care services.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	College of Health Sciences and Nursing	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCM 440	HEALTH CARE DATA ANALYTICS	3	School of Business	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCR 201	MEDICAL BILLING AND CODING	3	College of Health Sciences and Nursing	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.

HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.
HCR 210	PATIENT RECORDS: KEEPING IT REAL	3	College of Health Sciences and Nursing	Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.
HCR 220	CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH	3	College of Health Sciences and Nursing	Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.
HCR 230	CLAIMS PREPARATION II: FOOTING THE BILLS	3	College of Health Sciences and Nursing	This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240	COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO	3	College of Health Sciences and Nursing	This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	College of Health Sciences and Nursing	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.

HCS 207	Introduction to Medical Terminology	3	College of Health Sciences and Nursing	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	ANATOMY AND PHYSIOLOGY I	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.

HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.

HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	College of Health Sciences and Nursing	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 310	HEALTH CARE DELIVERY IN THE UNITED STATES	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 320	HEALTH CARE COMMUNICATION STRATEGIES	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.
HCS 325	HEALTH CARE MANAGEMENT	3	College of Health Sciences and Nursing	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 330	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	College of Health Sciences and Nursing	This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.
HCS 341	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	ORGANIZATIONAL BEHAVIOR	3	College of Health Sciences and Nursing	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	HEALTH CARE ACCOUNTING	3	College of Health Sciences and Nursing	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 429CA	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs, and systems that affect the health of the human body.
HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	College of Health Sciences and Nursing	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	College of Health Sciences and Nursing	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.
HCS 436	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.
HCS 437	LONG-TERM CARE ADMINISTRATION	3	College of Health Sciences and Nursing	This course introduces students to the organization and management of long-term care. The impact of state and federal regulations are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long-term care.
HCS 446	FACILITY PLANNING	3	College of Health Sciences and Nursing	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.

HCS 449	HEALTH ADMINISTRATION CAPSTONE	3	College of Health Sciences and Nursing	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	College of Health Sciences and Nursing	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Health Sciences and Nursing	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.
HCS 456	RISK MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.

HCS 457	PUBLIC AND COMMUNITY HEALTH	3	College of Health Sciences and Nursing	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	HEALTH CARE RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements evidence based research within health care.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	College of Health Sciences and Nursing	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 478	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.

HCS 482	HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.
HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 490	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	College of Health Sciences and Nursing	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 499	HEALTH CARE STRATEGY CAPSTONE	3	College of Health Sciences and Nursing	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.

HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	1	College of Health Sciences and Nursing	This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.
HCS 510	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.
HCS 529	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	College of Health Sciences and Nursing	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542	HEALTH CARE RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	College of Health Sciences and Nursing	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	College of Health Sciences and Nursing	This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 589	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	School of Advanced Studies	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non- secular), and goals of education from classical times through modern American higher education.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	School of Advanced Studies	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	School of Advanced Studies	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.

HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	School of Advanced Studies	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.
HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	School of Advanced Studies	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.

HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	School of Advanced Studies	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.
HINF 500	INFORMATICS FOR HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	THE SYSTEMS LIFE CYCLE	3	College of Health Sciences and Nursing	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy- in from stakeholders.
HINF 520	DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.

HIS 110CA	U.S. HISTORY TO 1865	3	College of Humanities and Sciences	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 120CA	U.S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.
HIS 125	US HISTORY FROM 1865 TO 1945	3	College of Humanities and Sciences	This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.
HIS 135	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

HIS 265	HAWAII: HISTORY AND CULTURE	3	College of Humanities and Sciences	This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi- cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.
HIS 276CA	GLOBAL CIVILIZATIONS 1400-1700	3	College of Humanities and Sciences	This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 301	UNITED STATES CONSTITUTION	3	College of Humanities and Sciences	This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	CALIFORNIA STATE HISTORY	3	College of Humanities and Sciences	This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

HIS 311	NEVADA AND U.S. CONSTITUTION	3	College of Humanities and Sciences	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 335	EUROPE AND THE WORLD WARS	3	College of Humanities and Sciences	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	ANCIENT WORLDS	3	College of Humanities and Sciences	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	THE HISTORY OF AFRICA	3	College of Humanities and Sciences	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 510	AZ CONSTITUTION	1	College of Education	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.
HIS 511	U.S. CONSTITUTION	1	College of Education	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIT 300	INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY	3	College of Information Systems and Technology	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	HEALTH INFORMATION SYSTEMS SUPPORT	3	College of Information Systems and Technology	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.

HIT 400	ELECTRONIC HEALTH RECORDS MANAGEMENT	3	College of Information Systems and Technology	This course covers Electronic Health Records (EHR) Management. Content includes governmental regulations, patient information management, and system integration. Coursework explores configuring EHRs, addressing vendor-specific systems, and the fundamentals of health workflow process analysis.
HIT 450	IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	College of Education	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	School of Business	This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475	HOSPITALITY DECISION ANALYSIS	3	School of Business	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality. organization.
HM 476	HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE	3	School of Business	This applied capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	School of Business	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	College of Education	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION	3	College of Health Sciences and Nursing	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS	3	College of Health Sciences and Nursing	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	EVALUATION AND ASSESSMENT METHODOLOGIES	3	College of Health Sciences and Nursing	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRCEU 1000	COACHING ESSENTIALS	0.6	School of Continuing Education	Business leaders are expected to help their team meet or exceed expectations by driving productivity and profitability for the organization. Coaching is a leadership tool used to improve performance and contribute to achieving the goals of the organization. In this course, students will explore the benefits of coaching, coaching approaches, how to develop an action plan, and methods for ensuring the coaching process is successful. This course provides 0.6 continuing education units in one, 6-hour workshop.

HRCEU 2000	WORKING WITH A GENERATIONALLY-DIVERSE WORKFORCE	0.6	School of Continuing Education	Human resource professionals communicate with a multigenerational workforce across all levels of an organization. Having a foundational knowledge of the behavioral characteristics of different generations is important to your success as an HR professional. Learners will gain an understanding of the generational differences, adapt their communication and work styles, and apply conflict intervention and resolution practices. This course provides .6 continuing education units, in one - 6 hour workshop.
HRCEU 2220	CHANGE MANAGEMENT	0.6	School of Continuing Education	Critical to any organization's success is the ability to facilitate effective change. The ability to effectively manage and adapt to change requires an understanding of various levels of change and methods of bringing about change. This course explores the fundamentals of change management and how it is of benefit to organizations in an era of constant transformation. Students will learn the steps of the change process, obstacles to change, strategies used to manage and adapt to change, as well as how to address the uncertainty that change brings about in order to move others forward. This course provides 0.6 continuing education units in one, 6-hour workshop.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	School of Business	This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	CHANGE MANAGEMENT	3	School of Business	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324	TOTAL COMPENSATION	3	School of Business	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326	EMPLOYEE DEVELOPMENT	3	School of Business	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	School of Business	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	School of Business	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	School of Business	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 531	HUMAN CAPITAL MANAGEMENT	3	School of Business	This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 546	HUMAN RESOURCE LAW	3	School of Business	This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548	RECRUITMENT AND RETENTION PRACTICES	3	School of Business	This course prepares students to evaluate and develop a a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	School of Business	This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.
HRM 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	School of Business	This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.
HRM 595	HUMAN RESOURCE CAPSTONE COURSE	3	School of Business	This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.

HRTP 2000	SHRM-CP (TM)/SHRM-SCP (TM) CERTIFICATION PREPARATION	4	School of Continuing Education	In today's ever-changing workplace, human resource professionals are assuming more responsibilities in organizations and contributing to the achievement of strategic goals by hiring and retaining talented employees. Whether you are seeking certification, recertification, or professional development opportunities, the SHRM-CP (TM)/SHRM- SCP (TM) certification preparation course offers accelerated and comprehensive training on the Body of Competency and Knowledge (SHRM BoCK (TM)), focusing on the People, Organization, Workplace, and Strategy knowledge domains. The course also covers the eight behavioral competencies for human resources professionals: Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, and Communications. Students will gain or improve human resources knowledge and skills by using practical and real-life information, online assessments and practice tests, and creating a personal study plan, through the use of the SHRM Learning System. This course provides 4.0 continuing education units in five, 8-hour
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	College of Social Sciences	This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.
HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	College of Social Sciences	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	College of Social Sciences	This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.

HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	College of Social Sciences	This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	College of Social Sciences	This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person's ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.
HS 255	HUMAN SERVICE CAPSTONE COURSE	3	College of Social Sciences	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.
HSM 210	HUMAN SERVICES IN THE UNITED STATES	3	College of Social Sciences	This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220	HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE	3	College of Social Sciences	This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	College of Social Sciences	This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.
HSM 240	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	College of Social Sciences	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	College of Social Sciences	This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	College of Social Sciences	This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.
HSN 300	PHARMACOLOGY I	4	College of Health Sciences and Nursing	This course examines the registered nurse's role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
HSN 301	PHARMACOLOGICAL INTERVENTIONS I	3	College of Health Sciences and Nursing	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.
HSN 310	PHARMACOLOGY II	4	College of Health Sciences and Nursing	This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence- based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

HSN 311	PHARMACOLOGICAL INTERVENTIONS II	3	College of Health Sciences and Nursing	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	HEALTH INFORMATION TECHNOLOGY FOR NURSING	3	College of Health Sciences and Nursing	This course examines electronic modalities that assists in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 471	POLICY, LAW AND ETHICAL CONSIDERATIONS	2	College of Health Sciences and Nursing	This course examines legal and ethical decision making, health policy development, legislation, and regulation in the context of nursing practice.

HSN 476	HEALTHCARE POLICY AND FINANCIAL MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
HSN 548	ROLE OF THE HEALTH CARE/NURSING EDUCATOR	3	College of Health Sciences and Nursing	Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	College of Health Sciences and Nursing	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	College of Health Sciences and Nursing	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

HSN 590	ADVANCED PHARMOCOTHERAPEUTICS	3	Non-College Specific	This course is designed to provide the nursing student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HST 155	U. S. HISTORY TO 1865	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.

HST 206	LATIN AMERICA	3	College of Humanities and Sciences	This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.
HST 275	GLOBAL CIVILIZATIONS TO 1500	3	College of Humanities and Sciences	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	College of Humanities and Sciences	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 290	HISTORIANS AND HISTORY	3	College of Humanities and Sciences	This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.

HST 320	HISTORY RESEARCH METHODS	3	College of Humanities and Sciences	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	AMERICAN REVOLUTION	3	College of Humanities and Sciences	This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.
HST 498	HISTORY CAPSTONE	3	College of Humanities and Sciences	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 201	INTRODUCTION TO HOSPITALITY	3	School of Business	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	School of Business	This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT IN HOSPITALITY	3	School of Business	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	School of Business	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
HTT 241	FOOD AND BEVERAGE MANAGEMENT	3	School of Business	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 251	HOSPITALITY OPERATIONS	3	School of Business	This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.
HUM 105	WORLD MYTHOLOGY	3	College of Humanities and Sciences	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 111	CRITICAL AND CREATIVE THINKING	3	College of Humanities and Sciences	This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.
HUM 115	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 130	RELIGIONS OF THE WORLD	3	College of Humanities and Sciences	This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.
HUM 150	INTRODUCTION TO FILM STUDIES	3	College of Humanities and Sciences	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 176	MEDIA AND AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

HUM 300	THE GLOBAL VILLAGE	1	College of Humanities and Sciences	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	INTEGRATIVE STUDIES	3	College of Humanities and Sciences	This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	DATA MODELING	3	College of Information Systems and Technology	This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

IM 310	DATA ANALYTICS AND MODELING	3	College of Information Systems and Technology	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IND 701	INDEPENDENT STUDY I	3	School of Advanced Studies	The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
INTNETWKSP	INTRO TO THE INTERNET	0	Non-College Specific	This is not an actual course. It is entered as a means of scheduling a non-academic activity.
IOP 455	PROFESSIONAL ETHICS	3	College of Social Sciences	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	ORGANIZATIONAL CULTURES	3	College of Social Sciences	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	GROUP DYNAMICS	3	College of Social Sciences	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision- making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	ASSESSMENT TOOLS FOR ORGANIZATIONS	3	College of Social Sciences	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	CAPSTONE PROJECT	3	College of Social Sciences	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 305	SYSTEMS OPERATIONS MANAGEMENT	3	School of Business	This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 361	PURCHASING AND PROCUREMENT	3	School of Business	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.
ISCOM 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	School of Business	This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.
ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	School of Business	This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	School of Business	This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.
ISCOM 385	INVENTORY AND MATERIALS MANAGEMENT	3	School of Business	This course provides an overview of the strategic role that inventory plays in the modern logistics environment. Topics include inventory models, regulations, outsourcing, material handling, procurement, continuous improvement, inventory control, and measuring inventory productivity.
ISCOM 386	SERVICE OPERATIONS MANAGEMENT	3	School of Business	The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.
ISCOM 424	END-TO END SUPPLY CHAIN MANAGEMENT	3	School of Business	This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472	LEAN ENTERPRISE	3	School of Business	This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.
ISCOM 473	GLOBAL SOURCING AND PROCUREMENT	3	School of Business	This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	School of Business	This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	SUPPLY CHAIN MANAGEMENT CAPSTONE	3	School of Business	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IT domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.
IST 721	KNOWLEDGE WORKER INFORMATION SYSTEMS	3	School of Advanced Studies	In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722	INFORMATION TECHNOLOGY FOR TEAMS	3	School of Advanced Studies	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	School of Advanced Studies	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IT domains within an organization.
IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	School of Advanced Studies	This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IT domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.
IST 733	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	College of Information Systems and Technology	Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.
IT 205	MANAGEMENT OF INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 206	PC APPLICATIONS SUPPORT	3	College of Information Systems and Technology	This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.
IT 210	FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object- oriented programming concepts, terminology, and notation.
IT 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
IT 235	IMAGE EDITING AND IMPLEMENTATION	3	College of Information Systems and Technology	Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop Elements is required for this class.
IT 236	INTRO TO WEB DESIGN I	3	College of Information Systems and Technology	Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.

IT 237	INTRO TO WEB DESIGN II	3	College of Information Systems and Technology	Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.
IT 238	WEB SYSTEMS	3	College of Information Systems and Technology	This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
IT 240	INTRO TO LAN TECHNOLOGIES	3	College of Information Systems and Technology	This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, basic networking security concepts.
IT 241	INTRO TO W-LAN TECHNOLOGIES	3	College of Information Systems and Technology	Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242	INTRO TO WAN TECHNOLOGIES	3	College of Information Systems and Technology	This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244	INTRO TO IT SECURITY	3	College of Information Systems and Technology	Concepts of General IT security and its rationale will be introduced. Content includes contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
IT 260	INTRO TO DESKTOP DATABASES	3	College of Information Systems and Technology	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
IT 261	ADVANCED DESKTOP DATABASES	3	College of Information Systems and Technology	This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264	INTRODUCTION TO SQL	3	College of Information Systems and Technology	This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
IT 265	MANAGING THE DATABASE ENVIRONMENT	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
IT 280	COMPUTER HARDWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
IT 282	COMPUTER SOFTWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284	ENTERPRISE COMPUTER SUPPORT	3	College of Information Systems and Technology	This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.
IT 286	COMPUTER MAINTENANCE AND TROUBLESHOOTING	3	College of Information Systems and Technology	This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
JRN 310	INTRODUCTION TO JOURNALISM	3	School of Business	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	RESEARCH FOR JOURNALISM	3	School of Business	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330	JOURNALISTIC WRITING I	3	School of Business	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	JOURNALISTIC WRITING II	3	School of Business	This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350	CONTROVERSIAL ISSUES IN JOURNALISM	3	School of Business	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	STORYTELLING: A MULTIMEDIA APPROACH	3	School of Business	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

LAW 441	BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS	3	School of Business	This course provides students with overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.
LAW 531	BUSINESS LAW	3	School of Business	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	School of Business	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	School of Business	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task- oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	School of Business	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	School of Business	This course we will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.
LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	School of Business	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.

LDCEU 1000	APPLYING LEADERSHIP PRINCIPLES	0.6	School of Continuing Education	Dynamic leaders exhibit critical leadership skills to effectively set the direction for the team and organization. Solid leadership inspires others and motivates the team to perform at a higher level, increasing productivity. In this course, you will learn the principles of effective leadership and practical strategies to apply on the job to improve your performance as a leader within your work group or organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1005	DEVELOPING YOURSELF AS A LEADER	0.6	School of Continuing Education	As a first-time manager or team lead, individuals will need to develop a skillset as a leader in order to be successful. This course will provide methods for new managers to perform a personal assessment to identify areas for improvement and apply strategies to develop and grow leadership capabilities. New managers will learn best practices and proven techniques and strategies that can be leveraged to grow leadership skills. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1010	PRACTICAL LEADERSHIP	0.6	School of Continuing Education	Recently promoted managers, successful employees or other individual contributors who seek to become more influential in their organization require an expanded understanding of leadership. In this course, students will explore the practical skills needed to transition from being an individual contributor to becoming a leader of diverse teams to achieve business results. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 5000	MANAGERIAL LEADERSHIP	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.

LDR 300	INNOVATIVE LEADERSHIP	3	School of Business	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 531	ORGANIZATIONAL LEADERSHIP	3	School of Business	This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LDR 533	LEADERSHIP FOR HEALTHCARE ORGANIZATIONS	3	School of Business	This course prepares students to apply leadership principles specific to the healthcare industry. Students will learn about the relationship between healthcare providers, physicians, and the organization. Other topics include organizational culture, group behavior, motivation, power, politics, and organizational change specific to healthcare organizations.
LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	School of Advanced Studies	In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework-all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.

LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	School of Advanced Studies	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	School of Advanced Studies	This course explores successful leadership and controversial issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that create a balanced value in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

LDR 736	ARCHITECTURE OF LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short- and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.
LEO 563	LAW ENFORCEMENT INTELLIGENCE OPERATIONS	3	College of Criminal Justice and Security	This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.
LEO 573	ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING	3	College of Criminal Justice and Security	This course explores methods to track and measure an organization's overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.
LEO 583	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	College of Criminal Justice and Security	This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	College of Criminal Justice and Security	This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	College of Humanities and Sciences	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	College of Humanities and Sciences	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course is a survey of American Literature since 1860.
LIT 304	SHAKESPEARE	3	College of Humanities and Sciences	This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	College of Humanities and Sciences	This course examines the American novel through major genres and authors.
LIT 330	MODERN POETRY	3	College of Humanities and Sciences	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	LITERARY THEORY AND CRITICISM	3	College of Humanities and Sciences	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	LITERATURE OF THE FANTASTIC	3	College of Humanities and Sciences	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	INTRODUCTION TO LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	MANAGEMENT WITHIN THE LIFESPAN INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	REGULATIONS IN LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	LIFESPAN MANAGEMENT CAPSTONE	3	College of Health Sciences and Nursing	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	College of Health Sciences and Nursing	This course provides an overview of programs and products related to our rapidly expanding long- term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

LTC 315	ALTERNATIVE LIVING ENVIRONMENTS	3	College of Health Sciences and Nursing	This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.
LTC 328	LEGAL PERSPECTIVES IN AGING	3	College of Health Sciences and Nursing	This course will focus on the legal and regulatory issues related to today's long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.
MACEU 2010	GOOGLE(R) ANALYTICS	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions which impact their future course. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis becomes informed decision-making. This course provides 0.6 continuing education units over one 6-hour workshop.
MAT 001	MATH PLACEMENT EXAM A	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.

MAT 002	MATH PLACEMENT EXAM B	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 003	MATH PLACEMENT EXAM C	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 116	ALGEBRA 1A	3	College of Humanities and Sciences	This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra IB.
MAT 117	ALGEBRA 1B	3	College of Humanities and Sciences	This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.

MAT 207	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MAT 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MBL 400	MOBILE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402	ANDROID MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 404	ANDROID MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 406	IOS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 408	IOS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MDT 523	LEGAL AND ETHICAL ISSUES IN MEDIATION	3	College of Social Sciences	Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 552	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.

MFCC 556	FAMILY SYSTEMS THEORY	3	College of Social Sciences	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561	FAMILY INTERVENTIONS	3	College of Social Sciences	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.
MFCC 591O	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	College of Social Sciences	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597B	INTERNSHIP B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C	INTERNSHIP	3	College of Social Sciences	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MGCEU 1000	MANAGING ORGANIZATIONAL GOALS	0.6	School of Continuing Education	Managers are responsible for setting the goals for their team and for managing their work. Organizational goals can often get lost in layers of management and not get communicated to the individual contributors. In the absence of goals, employees can feel unmotivated or can even set their own goals for achievement, which can result in poor and conflicting team performance. In this course, students will develop the necessary skills to establish tactical goals for their team based on organizational directives, and create and manage action plans to achieve these goals. This course provides 0.8 continuing education units in two, 4-hour workshops.
MGCEU 1005	WHAT GOOD MANAGERS DO: THE FIRST 100 DAYS	0.6	School of Continuing Education	Taking on a management role can be a bit scary. Understanding how to conduct performance appraisals, monitor work processes, communicate effectively with team members, build an internal network of supportive colleagues, and avoid common management pitfalls can be overwhelming for a new manager. This course provides the basics of effective management key for the first 100 days on the job. Topics include managerial responsibilities and skills such as the ability to resolve conflicts, coach teams to optimal performance, and serve as an advocate for their team within the wider corporate structure. This course provides 0.6 continuing education units in one, 6-hour workshop.
MGCEU 1010	EFFECTIVE MANAGEMENT	0.6	School of Continuing Education	The world of business is increasingly centered on the interaction of different teams, both within and outside the organization. The success of a team within a company is often directly linked to the ability of a manager to lead and manage the team effectively. In order to perform the job well, the manager must understand the different roles of those on the team. A manager should be trained to develop the capabilities of all team members and address issues as soon as they surface. This course will help students gain an understanding of the fundamentals of becoming an effective manager for their team. This course provides 0.6 continuing education units in one, 6-hour workshop.

MGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	HOSPITALITY ENTREPRENEURSHIP	3	School of Business	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 360	GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT	3	School of Business	This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.
MGT 362	CHANGE MANAGEMENT AND IMPLEMENTATION	3	School of Business	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	School of Business	This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 411	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	School of Business	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	EVALUATING NEW BUSINESS OPPORTUNITIES	3	School of Business	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 420	MANAGING QUALITY IN THE SUPPLY CHAIN	3	School of Business	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	EMPLOYMENT LAW	3	School of Business	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	School of Business	This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.
MGT 448	GLOBAL BUSINESS STRATEGIES	3	School of Business	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises. (3 credits; 5 weeks) Prereq: none
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	School of Business	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.
MGT 498	STRATEGIC MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

MGT 521	MANAGEMENT	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.
MGT 527	CONSULTING	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	School of Business	This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 539	THE GLOBAL ECONOMY	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.

MGT 557	NEGOTIATION, POWER, AND POLITICS	3	School of Business	This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.
MGT 567	ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course prepares students to align an organization's social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.
MGT 598	CONSULTING PROJECT	3	School of Business	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	School of Advanced Studies	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.

MGT 716	MANAGEMENT PHILOSOPHIES	3	School of Advanced Studies	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	EMERGING MANAGERIAL PRACTICES	3	School of Advanced Studies	This course prepares students to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, students will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizational leaders are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches to meet the challenges of the future of work.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course empowers students to manage complexity and lead organizations through strategic decision making. Students focus on managing information systems and theoretical and practical frameworks to enable organizational performance and innovation.

MHA 505	SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS	3	College of Health Sciences and Nursing	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS	3	College of Health Sciences and Nursing	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	LEVERAGING INFORMATICS IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures wtihin organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.

MHA 515	SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT	3	College of Health Sciences and Nursing	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE	3	College of Health Sciences and Nursing	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organziations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES	3	College of Health Sciences and Nursing	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will begin to exemplify the traits of Adaptive Leadership in the context of the health sector. Topics include leading in complex environments (transparency and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and collaboration, concepts of power and professional culture.

MHA 543	TACKLING THE TALENT WAR IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and enagement.
MHA 560	CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will examine strategies for successfully elevating the role of the health care organization through a well- defined "brand". Topics will include brand-as- promise, brand-as-experience, and brand-as- emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE	3	College of Health Sciences and Nursing	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 310	PERSONAL SELLING	3	School of Business	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	School of Business	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
MKT 360	SALES FORCE MANAGEMENT	3	School of Business	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	MARKETING	3	School of Business	This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

MKT 431	SMALL BUSINESS MARKETING	3	School of Business	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.
MKT 435	CONSUMER BEHAVIOR	3	School of Business	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.
MKT 438	PUBLIC RELATIONS	3	School of Business	This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship building strategies; and ethics and public relations. (3 credits; 5 weeks)
MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	School of Business	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 441	MARKETING RESEARCH	3	School of Business	This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.
MKT 443	SOCIAL MEDIA MARKETING	3	School of Business	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	HOSPITALITY MARKETING	3	School of Business	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer- relationships through marketing.
MKT 446	SEARCH ENGINE OPTIMIZATION	3	School of Business	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447	ADVERTISING AND CREATIVE STRATEGY	3	School of Business	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.
MKT 448	WEB ANALYTICS FOR DIGITAL MARKETING	3	School of Business	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	School of Business	This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.
MKT 498	INTEGRATED MARKETING STRATEGY	3	School of Business	This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 544	INTEGRATED MARKETING COMMUNICATIONS	3	School of Business	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 554	CONSUMER BEHAVIOR	3	School of Business	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	ADVANCED INTERNATIONAL MARKETING	3	School of Business	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 571	MARKETING	3	School of Business	This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 578	PUBLIC RELATIONS	3	School of Business	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.
MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	School of Business	In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	School of Advanced Studies	This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet- based customer information.
MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	College of Criminal Justice and Security	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	PROGRAM EVALUATION	3	College of Criminal Justice and Security	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy-making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	Students are required to apply the knowledge learned in the MPA program to a cumulative project.
MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MTE 001	Orientation to Teacher Education	0	College of Education	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	College of Education	This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 507	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 507CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	College of Education	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	College of Education	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 512	Teaching the Exceptional Learner	3	College of Education	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	College of Education	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	College of Education	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	College of Education	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.

MTE 518	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	College of Education	This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.
MTE 529	READING AND PHONOLOGICAL THEORY	2	College of Education	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	CURRICULUM CONST & ASSMT: HISTORY/SOCIAL SCIENCE	2	College of Education	This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533	CURRICULUM CONSTRUCTS AND ASSESSMENT:SCIENCE AND MATHEMATICS	4	College of Education	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	College of Education	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework- based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 541	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 550	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of Education	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 553	INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	3	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 562	ASSESSMENT AND EVALUATION	3	College of Education	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations

MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 569	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 580	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY BUS & MKTNG	3	College of Education	This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.
MTE 583	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
MTE 586	STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 587	STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTH 110	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 156	MATH FOR ELEMENTARY TEACHERS I	3	College of Education	This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 157	MATH FOR ELEMENTARY TEACHERS II	3	College of Education	This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 209	COLLEGE MATHEMATICS II	3	College of Humanities and Sciences	This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

MTH 210	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 212	INTRODUCTION TO FINITE MATHEMATICS	3	College of Humanities and Sciences	This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.
MTH 213	Mathematics for Elementary Educators I	3	College of Education	This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	College of Education	This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 215	QUANTITATIVE REASONING I	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216	QUANTITATIVE REASONING II	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	STATISTICS I	3	College of Humanities and Sciences	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 218	STATISTICS II	3	College of Humanities and Sciences	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.

MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.
MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	College of Humanities and Sciences	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 225	PRE-CALCULUS	4	College of Humanities and Sciences	This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 280	CALCULUS I	4	College of Information Systems and Technology	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	College of Information Systems and Technology	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.
MTH 360	LINEAR ALGEBRA	3	College of Information Systems and Technology	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	CALCULUS III	3	School of Business	This course builds on the concepts presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.

MTH 463	APPLIED STATISTICS	3	College of Information Systems and Technology	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 530	LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all of these facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	GEOMETRY	3	College of Education	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	STATISTICS	3	College of Education	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.
NCPDSU 100	Developing a STEAM Unit	0	College of Education	The workshop is designed to support K-12 teachers with STEAM unit design using problem-based learning as the vehicle. Throughout the course of this workshop, participants will design a unit for classroom instruction in the upcoming school year.
NCPSTM 100	Foundations of STEAM Education II	1.5	College of Education	This course will explore STEAM in the classroom, utilizing problem-based learning as the vehicle to teach STEAM. Participants will take a look at arts integration and the engineering design process. Participants will also engage in using a variety of assessment tools in STEAM and how to extend STEAM beyond the classroom through other engagement opportunities.
NRP 505	ROLE OF ADVANCED PRACTICE NURSE	3	College of Health Sciences and Nursing	This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 507	ADVANCED PHARMACOLOGY	4	College of Health Sciences and Nursing	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	College of Health Sciences and Nursing	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	College of Health Sciences and Nursing	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	ADVANCED HEALTH ASSESSMENT I	4	College of Health Sciences and Nursing	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 543	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 552	CLINICAL PROCEDURES	2	College of Health Sciences and Nursing	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	ADULT AND GERIATRIC MANAGEMENT I	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556	ADULT AND GERIATRIC MANAGEMENT II	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 571	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	College of Health Sciences and Nursing	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	FINAL PRECEPTORSHIP	8	College of Health Sciences and Nursing	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSE 721	THEORIES OF NURSING EDUCATION	3	School of Advanced Studies	This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.
NSE 722	INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT	3	School of Advanced Studies	This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.

NSE 723	MEASUREMENT AND EVALUATION	3	School of Advanced Studies	This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.
NSG 300	INTRODUCTION TO THE SCHOOL OF NURSING	3	College of Health Sciences and Nursing	This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.
NSG 301	TRANSITION TO BACCALAUREATE STUDIES	3	College of Health Sciences and Nursing	This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.
NSG 302	PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.

NSG 320	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner's Theory of novice to expert and the role of the generalist will be explored.
NSG 321	TRANSITION TO BACCALAUREATE NURSING	2	College of Health Sciences and Nursing	In the role of registered nurse, professional nurses use leadership, critical thinking, evidence-based practice, and clinical judgment to design, manage, coordinate, and provide safe care. Evaluating knowledge, skills, and attitudes is crucial to role transition from practical and vocational nursing to baccalaureate-prepared registered nursing. Students will analyze the relationship between critical thinking, clinical reasoning, clinical judgment, and the nursing process; and evaluate the role and scope of practice of the registered nurse.
NSG 330	PHYSICAL ASSESSMENT	4	College of Health Sciences and Nursing	This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.
NSG 331	HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	This course advances the nursing student's skills in health assessment and physical examination. History taking, performing focused assessments, and data evaluation to develop care plans are emphasized.

NSG 340	MEDICAL/SURGICAL NURSING I: ACUTE	5	College of Health Sciences and Nursing	This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson's Theory of Human Caring is addressed. Watson's Theory will be used by the student to apply critical thinking pathways to individual heath problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 341	CARE OF THE MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medical- surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.
NSG 345	MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	College of Health Sciences and Nursing	This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 347	CARE OF THE MEDICAL-SURGICAL PATIENT II	6	College of Health Sciences and Nursing	This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.

NSG 400	THEORETICAL BASIS FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.
NSG 401	THEORY APPLICATION IN NURSING PRACTICE	2	College of Health Sciences and Nursing	This course focuses on the exploration of various theories and their application to professional practice. Watson's theory of human caring is presented as a possible framework to guide baccalaureate nursing practice.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	College of Health Sciences and Nursing	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 411	CARE OF THE MENTAL HEALTH PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.

NSG 416	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	College of Health Sciences and Nursing	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	College of Health Sciences and Nursing	This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 421	CARE OF THE FAMILY AND COMMUNITY	4	College of Health Sciences and Nursing	?This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 425	NURSING ETHICS AND PROFESSIONALISM	4	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.

NSG 426	INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS	3	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	College of Health Sciences and Nursing	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.
NSG 431	EVIDENCE-BASED PRACTICE AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the research process as a foundation for evidence-based practice. Data compilation and analysis for problem identification, evaluation of interventions, and patient outcomes are explored.
NSG 435	MATERNAL - CHILD NURSING	4	College of Health Sciences and Nursing	This course focuses on the use of Watson's Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

NSG 436	CARE OF THE MATERNAL-CHILD PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.
NSG 440	PEDIATRIC NURSING	4	College of Health Sciences and Nursing	This course focuses on the utilization of Watson's Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 441	CARE OF THE PEDIATRIC PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.
NSG 447	CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.

NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	College of Health Sciences and Nursing	Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 451	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	College of Health Sciences and Nursing	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	PUBLIC AND GLOBAL HEALTH	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	College of Health Sciences and Nursing	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 468	INFLUENCING QUALITY WITHIN HEALTHCARE	3	College of Health Sciences and Nursing	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 471	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course examines the role of the nurse as leader and manager. Managing health care resources, assessing quality and risk in patient care, interprofessional collaboration, and decision-making models are explored.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.

NSG 478CA	Promoting Healthy Communities	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 480	NURSING SYNTHESIS	4	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	INFLUENCING NURSING PRACTICE	2	College of Health Sciences and Nursing	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	PROMOTING HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities.

NSG 482CA	Promoting Healthy Communities	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.
NSG 485CA	Public Health: Health Promotion and Disease Prevention	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.
NSG 486	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of public health principles.

NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 495	SENIOR LEADERSHIP PROJECT	4	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.
NSG 498	SENIOR LEADERSHIP PRACTICUM	3	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 500	AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY	4	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.

NSG 501	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I	3	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.
NSG 502	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 505	COMPREHENSIVE HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	CONTEMPORARY NURSING PRACTICE	3	College of Health Sciences and Nursing	This course emphasizes the School of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.

NSG 512	NURSING RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis and the role of the nurse as scientist.
NSG 513	INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT	3	College of Health Sciences and Nursing	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.
NSG 514	HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS	3	College of Health Sciences and Nursing	This course analyzes the role of the graduate- level nurse as a leader in the profession as a steward of financial management. Topics include principles in financial and resource management, budgetary cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
NSG 516AD	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 516ED	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517AD	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517IN	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 525	ROLE OF THE NURSE EDUCATOR	3	College of Health Sciences and Nursing	This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.
NSG 530	THEORY AND PRINCIPLES OF NURSING EDUCATION	4	College of Health Sciences and Nursing	This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.
NSG 531	PROGRAM AND COURSE DEVELOPMENT	3	College of Health Sciences and Nursing	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	INNOVATIVE CURRICULUM DESIGN	3	College of Health Sciences and Nursing	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	EDUCATIONAL ASSESSMENT AND EVALUATION	3	College of Health Sciences and Nursing	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	FACILITATING ENGAGED LEARNING	3	College of Health Sciences and Nursing	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 535	CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

NSG 536	Practicum Elective I	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 540	INSTRUCTIONAL DESIGN AND TECHNOLOGY	3	College of Health Sciences and Nursing	This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.
NSG 541	DATA ANALYSIS AND MANAGEMENT	3	College of Health Sciences and Nursing	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.

NSG 542	INFORMATION WORKFLOW	3	College of Health Sciences and Nursing	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	DATABASE MANAGEMENT	3	College of Health Sciences and Nursing	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	EVALUATION AND APPLICATION OF INFORMATION	3	College of Health Sciences and Nursing	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	College of Health Sciences and Nursing	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

NSG 547	HUMAN RESOURCES MANAGEMENT	3	College of Health Sciences and Nursing	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
NSG 557	ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING	3	College of Health Sciences and Nursing	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course engages the student in the processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT	3	College of Health Sciences and Nursing	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	PRACTICUM	4	College of Health Sciences and Nursing	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	College of Information Systems and Technology	This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	FOUNDATIONS OF NETWORKING	3	College of Information Systems and Technology	This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you'll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.

NTC 255	STORAGE AND MANAGEMENT OF DATA	3	College of Information Systems and Technology	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.
NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	College of Information Systems and Technology	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	STORAGE MANAGEMENT CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

NTC 302	NETWORK WEB SERVICES	3	College of Information Systems and Technology	This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.
NTC 320	NETWORK DESIGN ASSOCIATE	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	WINDOWS SERVER CONFIGURATION	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration & Group Policy.
NTC 326	ADMINISTERING WINDOWS SERVER	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services & Group Policy.

NTC 328	ADVANCED WINDOWS SERVICES	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	College of Health Sciences and Nursing	This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	College of Information Systems and Technology	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	College of Information Systems and Technology	This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406	TELECOMMUNICATIONS AND NETWORKING II	3	College of Information Systems and Technology	NTC/406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail the related theory being applied to specific applications in the industry.
NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	College of Information Systems and Technology	This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	College of Information Systems and Technology	NTC/411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed Network security, Disaster Recovery, and Business Continuity planner is also address in this course.
NTC 415	NETWORK INTEGRATION PROJECT	3	College of Information Systems and Technology	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to- end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

NTC 425	NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 440	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 440CC	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 443CC	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 531	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care police are developed.

NUR 540C	NP PEDIATRIC PRECEPTORSHIP CLINICAL	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
NUR 542	DYNAMICS OF FAMILY SYSTEMS	2	College of Health Sciences and Nursing	Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 544	POPULATION-FOCUSED HEALTH CARE	3	College of Health Sciences and Nursing	Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
NUR 550	ISSUES IN ADVANCED PRACTICE	3	College of Health Sciences and Nursing	This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NUR 588	DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS	3	College of Health Sciences and Nursing	Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.
NUR 590A	NURSING PRACTICUM-A	1	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 590B	NURSING PRACTICUM-B	2	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 598	RESEARCH UTILIZATION PROJECT	3	College of Health Sciences and Nursing	This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 703	THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE	3	School of Advanced Studies	This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.
OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	School of Business	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	School of Business	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	College of Education	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

ONLINEWKSP	USING THE ONLINE COLLECTION	0	Non-College Specific	The is not an actual course. It is entered as a means of scheduling a non-academic activity.
OPS 350	OPERATIONS MANAGEMENT	3	School of Business	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	BUSINESS PROCESS MANAGEMENT	3	School of Business	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.
OPS 405	ENTERPRISE RESOURCE MANAGEMENT	3	School of Business	This course provides and overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.

OPS 415	SYSTEMS THINKING AND PERFORMANCE MEASUREMENT	3	School of Business	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	OPERATIONS MANAGEMENT CAPSTONE	3	School of Business	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 571	OPERATIONS MANAGEMENT	3	School of Business	This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
ORG 581	ORGANIZATIONAL DESIGN	3	School of Business	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, intrapreneurship, and lateral organizations.

ORG 707	ADVANCED SYSTEMS THINKING	3	School of Advanced Studies	With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.
ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	School of Advanced Studies	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	School of Advanced Studies	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.

ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	School of Advanced Studies	In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORG 730	ORGANIZATION DEVELOPMENT	3	School of Advanced Studies	This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.
ORIENT 001	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.

ORIENT 002	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.
ORIENT 003	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.
PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	College of Humanities and Sciences	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

PHL 320T	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 410	CLASSICAL LOGIC	3	College of Humanities and Sciences	This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.
PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	College of Humanities and Sciences	In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	School of Advanced Studies	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	College of Humanities and Sciences	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PM 571	PROJECT MANAGEMENT	3	School of Business	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	PROJECT LEADERSHIP	3	School of Business	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584	PROJECT RISK MANAGEMENT	3	School of Business	This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586	PROJECT QUALITY MANAGEMENT	3	School of Business	This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	PROJECT MANAGEMENT CAPSTONE	3	School of Business	In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
PMPDU 2000	PROJECT MANAGEMENT FUNDAMENTALS	24	School of Continuing Education	Foundational knowledge of the phases and elements of professional project management are important to the success of a project. Using the knowledge areas and process groups related to project management methodologies, the principles in the course align to the standards in the Project Management Institute, A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Fifth Edition, Project Management Institute, Inc., 2013. Students will gain an essential familiarity of the methodologies, principles and practices of project management. This course provides 24 contact hours in six 4- hour workshops.
PMPTP 2500	PROJECT MANAGEMENT PROFESSIONAL TEST-PREP	35	School of Continuing Education	Passing the Project Manager Professional (PMP) exam can be a challenging task. Having resources and a structured approach for exam preparation can help build confidence. This course is designed for students ready to sit for the PMP exam. In this test preparation course, students will assess their readiness to sit for the PMP exam then build a study plan to use when preparing for test day. Using the study plan as a guide, students will utilize a variety of study resources, including weekly readings, Practice quizzes, flashcards, mock exams, as well as other supplemental materials to address identified content gaps in the study plan. This course provides 35 professional development hours in five, 7-hour workshops.

POL 115	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	College of Humanities and Sciences	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.
POS 221	WINDOWS SERVER CONFIGURATIONS	3	College of Information Systems and Technology	This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands- on access to Windows lab exercises.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

POS 408	.NET I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.
POS 409	.NET II	3	College of Information Systems and Technology	This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.
POS 410	SQL FOR BUSINESS	3	College of Information Systems and Technology	This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
POS 433	UNIX NETWORKING	3	College of Information Systems and Technology	This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX system files, file systems and process, systems administration and security are also examined.

PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.
PRG 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java 2 Platform Development Kit, Standard Edition.
PRG 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	College of Information Systems and Technology	This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.

PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	College of Information Systems and Technology	This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	College of Information Systems and Technology	This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components
PRG 410	C++PROGRAMMING I	3	College of Information Systems and Technology	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 420	JAVA PROGRAMMING I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

PRG 421	JAVA PROGRAMMING II	3	College of Information Systems and Technology	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	College of Social Sciences	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	PSYCHOLOGY OF LEARNING	3	College of Humanities and Sciences	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 201	FOUNDATIONS OF PSYCHOLOGY	3	College of Humanities and Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	CAREERS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 220	POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME	3	College of Social Sciences	How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 225	POSITIVE PSYCHOLOGY	3	College of Social Sciences	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be "free"? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 230	THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?	3	College of Social Sciences	What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	College of Social Sciences	This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 245	SURVEY OF RESEARCH AND STATISTICS	3	College of Social Sciences	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	PSYCHOLOGY OF PERSONALITY	3	College of Social Sciences	This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	College of Social Sciences	This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.
PSY 270	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM-IV- TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 280	HUMAN GROWTH & DEVELOPMENT	3	College of Social Sciences	This course is a study of the development of the individuals from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 285	SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG	3	College of Social Sciences	This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.
PSY 300	GENERAL PSYCHOLOGY	3	College of Social Sciences	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience

PSY 301	EMOTIONAL INTELLIGENCE	1	College of Social Sciences	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	College of Social Sciences	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	College of Social Sciences	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	STATISTICAL REASONING IN PSYCHOLOGY	3	College of Social Sciences	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 320	HUMAN MOTIVATION	3	College of Social Sciences	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	RESEARCH METHODS	3	College of Social Sciences	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	SENSATION AND PERCEPTION	3	College of Social Sciences	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.

PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	College of Social Sciences	This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception
PSY 360	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 375	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.
PSY 390	LEARNING AND COGNITION	3	College of Social Sciences	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	THEORIES OF PERSONALITY	3	College of Social Sciences	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	THEORIES OF BEHAVIOR	3	College of Social Sciences	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	College of Social Sciences	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.
PSY 435	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	College of Social Sciences	This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.
PSY 460	ENVIRONMENTAL PSYCHOLOGY	3	College of Social Sciences	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	College of Social Sciences	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	ELEMENTS OF CLINICAL PSYCHOLOGY	3	College of Social Sciences	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	College of Social Sciences	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	College of Social Sciences	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610	RESEARCH METHODS IN PSYCHOLOGY	3	College of Social Sciences	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	College of Social Sciences	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	STATISTICS FOR THE BEHAVIOR SCIENCES	3	College of Social Sciences	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	College of Social Sciences	This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of "unscientific" applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	College of Social Sciences	This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.
PSYCH 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	College of Social Sciences	This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.
PSYCH 629	INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	PERSONNEL PSYCHOLOGY	3	College of Social Sciences	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 645	PERSONALITY THEORIES	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	College of Social Sciences	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.
PSYCH 655	PSYCHOMETRICS	3	College of Social Sciences	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	College of Social Sciences	Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well- being across a range of organizational contexts.

PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	College of Social Sciences	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	College of Social Sciences	This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	College of Social Sciences	Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
PSYCH 705	PERSONNEL PSYCHOLOGY	3	School of Advanced Studies	Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	School of Advanced Studies	In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
PSYCH 707	LEADERSHIP THEORY AND MANAGEMENT THEORY	3	School of Advanced Studies	Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	School of Advanced Studies	This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.
PSYCH 709	ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY	3	School of Advanced Studies	Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710	MASTER'S PROJECT	1	School of Advanced Studies	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	DISSERTATION PROCESS	3	School of Advanced Studies	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	School of Advanced Studies	Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	School of Advanced Studies	This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

PSYCH 760R	CONSULTING PROCESSES IN I/O	3	School of Advanced Studies	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	School of Advanced Studies	Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
PSYCH 780	CONSUMER BEHAVIOR	3	School of Advanced Studies	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 790	INDEPENDENT STUDY	3	School of Advanced Studies	The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.

PSYCH 799	COMPREHENSIVE EXAM	1	School of Advanced Studies	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.
QNT 275T	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 351	QUANTITATIVE ANALYSIS FOR BUSINESS	3	School of Business	This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 561	APPLIED BUSINESS RESEARCH & STATISTICS	3	School of Business	This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	School of Business	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
RDG 201CA	READING AND WRITING CONCEPTS	3	College of Humanities and Sciences	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	College of Education	This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	College of Education	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and language arts are also emphasized.
RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
RDG 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	College of Education	This course focuses on children's language and literacy development from birth to age 8. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally-effective assessments are discussed as a means of informing instruction.

RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	College of Education	This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	ELEMENTARY METHODS - READING/LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.

RDG 500	SCIENTIFICALLY BASED READING INSTRUCTION	3	College of Education	This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.
RDG 532	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.
RDG 535	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.
RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE	3	College of Education	This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.

RDG 558	SECONDARY CONTENT AREA LITERACY	3	College of Education	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.
RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDNG 500	Reading Methods: Primary	3	College of Education	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	College of Education	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.

RDNG 502	Reading Methods: Secondary	3	College of Education	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 503	Diagnosis and Remediation	3	College of Education	This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.
RDNG 504	Phonological Theory and Application	3	College of Education	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.
RDNG 505	CHILDREN'S LITERATURE	3	College of Education	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.

RDNG 506	Elementary Reading and Writing Strategies	3	College of Education	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	College of Education	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	College of Education	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.

RDNG 511	Reading Assessment	3	College of Education	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	College of Humanities and Sciences	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.
REL 134	WORLD RELIGIOUS TRADITIONS II	3	College of Humanities and Sciences	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	BUSINESS RESEARCH	3	School of Business	This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

RES 700	STATISTICS ENTRANCE ASSESSMENT	0	School of Advanced Studies	This statistics assessment, which is not credit-bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	School of Advanced Studies	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	School of Advanced Studies	This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.
RES 713	STATISTICS	3	School of Advanced Studies	This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	School of Advanced Studies	The course builds on the student's foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 723	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	School of Advanced Studies	This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726	CORRELATIONAL METHODS OF ANALYSIS	3	School of Advanced Studies	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.
RES 728	QUALITATIVE CASE STUDY	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	School of Advanced Studies	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.

RES 741	TESTING AND MEASUREMENT	3	School of Advanced Studies	A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test devlopment and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.
RES 745	GROUNDED THEORY METHODS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	MIXED METHODS	3	School of Advanced Studies	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed- method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.
RES 750	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I	3	School of Advanced Studies	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.

RES 751	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II	3	School of Advanced Studies	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	School of Advanced Studies	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.
RES 760	MEASUREMENT OF CONSTRUCTS	3	School of Advanced Studies	The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
RES 765	MULTIVARIATE STATISTICS	3	School of Advanced Studies	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.

RES 770	PSYCHOMETRICS	3	School of Advanced Studies	Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
RES ARA1	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA2	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA3	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.

REV 410	REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION	3	School of Business	This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.
RHET 300	RHETORICAL THEORIES	3	College of Humanities and Sciences	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	College of Humanities and Sciences	This course examines American rhetoric from a variety of genres and a range of historical periods.
RHET 475	RHETORIC AND SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the use of rhetoric in contemporary social media.

RHM 410	THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	THE MANAGEMENT OF RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.
RHM 440	REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT	3	College of Health Sciences and Nursing	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.

RHM 450	RETAIL HEALTH FINANCIAL STRATEGIES	3	College of Health Sciences and Nursing	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 506	SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive- behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.
SCHC 510	HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

SCHC 515	LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
SCHC 517	FOUNDATIONS OF SCHOOL COUNSELING	3	College of Social Sciences	This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.
SCHC 519	DELIVERY OF SERVICES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.
SCHC 525	INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.

SCHC 537	RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	College of Social Sciences	This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multi-disciplinary team for special education planning.
SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co- leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 556	PORTFOLIO II	0	College of Social Sciences	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.
SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	College of Social Sciences	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	College of Social Sciences	This course is an orientation to the practicum and internship.

SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCH-CN 501	School Counseling: Delivery of Services	3	College of Education	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 162	PRINCIPLES OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163M	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	College of Humanities and Sciences	This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	OCEANOGRAPHY	3	College of Humanities and Sciences	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	HUMAN NUTRITION	3	College of Humanities and Sciences	This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 230	INTRODUCTION TO LIFE SCIENCE	3	College of Humanities and Sciences	This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.
SCI 241	NUTRITION	3	College of Humanities and Sciences	SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.
SCI 250	MICROBIOLOGY	4	College of Humanities and Sciences	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganism are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.

SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	College of Humanities and Sciences	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems , and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 275	ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.
SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	College of Humanities and Sciences	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	College of Information Systems and Technology	Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.

SEC 110	INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT	3	College of Information Systems and Technology	An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	College of Information Systems and Technology	Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	College of Information Systems and Technology	Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.
SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	College of Information Systems and Technology	Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.

SEC 150	INSIDER THREATS FUNDAMENTALS	3	College of Information Systems and Technology	Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization's security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	College of Information Systems and Technology	Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation ("fire drills"), sheltering from severe weather such as tornadoes, "shelter- in-place" from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.
SEC 210	PHYSICAL ASSET PROTECTION	3	College of Information Systems and Technology	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost- benefit analysis.
SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.

SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	College of Information Systems and Technology	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	College of Information Systems and Technology	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally this course provides an overview of situational crime prevention the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Information Systems and Technology	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem- solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Information Systems and Technology	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	INDUSTRIAL SAFETY	3	College of Information Systems and Technology	This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to an investigation of work related accidents.
SEC 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Information Systems and Technology	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.
SEC 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 361	INTERPERSONAL COMMUNICATIONS	3	College of Information Systems and Technology	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	FINANCE AND BUDGETING PRACTICES	3	College of Information Systems and Technology	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Information Systems and Technology	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	THREAT AND VULNERABILITY MANAGEMENT	3	College of Information Systems and Technology	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.

SEC 411	PHYSICAL SECURITY	3	College of Information Systems and Technology	Review of facilities physical security measures, including active and passive protection systems.
SEC 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	College of Information Systems and Technology	Review of personal security measures, including employee, general public and VIP protection systems and methods.
SEC 431	PRINCIPLES OF INVESTIGATION	3	College of Information Systems and Technology	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	College of Information Systems and Technology	This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.

SEC 451	GLOBAL SECURITY ISSUES	3	College of Information Systems and Technology	Course provides an overview of the "General Security Risk Assessment Guideline." Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.
SEC 461	TERRORISM	3	College of Information Systems and Technology	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, student learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.
SEC 471	CRITICAL INCIDENT MANAGEMENT	3	College of Information Systems and Technology	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.
SEC 481	SECURITY CAPSTONE	3	College of Information Systems and Technology	Through operational scenarios and practical exercises, students will address the competencies outlined in the "Chief Security Office (CS0) Organizational Standard," by ASIS/American National Standard. Includes a summary and integration of the entire organizational security and management curriculum.

SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	College of Information Systems and Technology	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	College of Information Systems and Technology	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	College of Information Systems and Technology	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.
SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SEC 532	SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT	3	College of Education	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
SEC 534	READING IN THE CONTENT AREA	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.

SEC 536	SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	SECONDARY CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.

SEC 540	SCIENCE CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	SECONDARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 583	SECONDARY CLINICAL PRACTICE	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.

SEC 586	SECONDARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
SEC 587	SECONDARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 595	SECONDARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

SEC 596	SECONDARY STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	SECONDARY STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEI 300	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL's acquire English.

SEI 301	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 506	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	College of Education	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.

SMCEU 2010	SOCIAL MEDIA COMMUNITY FUNDAMENTALS	0.6	School of Continuing Education	Social media has taken old-fashioned "word-of- mouth" marketing to a global level. So much so, that creating and maintaining social media communities is standard practice for organizations of nearly any size today. How does one capitalize on these efforts? By staying mindful of the overall business strategy and keeping the online conversation on-topic. Students in this course will learn how to grow brand awareness, perpetuate the conversation, and influence the world using specific social media communities. This course provides 0.6 continuing education units over one 6-hour workshop.
SMH 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	College of Health Sciences and Nursing	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainbility.
SMH 593	THE ECONOMICS OF HEALTH CARE SUSTAINABILITY	3	College of Health Sciences and Nursing	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost- benefit analysis of sustainable produts, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	College of Health Sciences and Nursing	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidenced based knowledge to support environmental sustainability.

SOC 100	INTRODUCTION TO SOCIOLOGY	3	College of Humanities and Sciences	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	College of Humanities and Sciences	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination and adaptation and conflict in diverse cultures.
SOC 315	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

SOC 333	GENDERS IN SOCIETY	3	College of Humanities and Sciences	The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335	THE PEOPLES AND CULTURES OF ASIA	3	College of Humanities and Sciences	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337	CONTEMPORARY LATIN AMERICAN SOCIETY	3	College of Humanities and Sciences	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	THE AFRICAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern day perspective.

SPAN 110	CONVERSATIONAL SPANISH I	3	College of Humanities and Sciences	SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	CONVERSATIONAL SPANISH II	3	College of Humanities and Sciences	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	College of Education	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	College of Education	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.

SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 512	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	College of Education	This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 544	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	College of Education	This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	College of Education	This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities, including students with traumatic brain injury, other health impairments, and sensory disorders. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Service delivery options, including self-contained placements and inclusion, and their impact on students will be analyzed. Instructional strategies, accommodations, adaptations, and curricular modifications will be explored.
SPE 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	College of Education	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPE 558	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES	3	College of Education	This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	College of Education	This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.
SPE 577	SPECIAL EDUCATION STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SPE 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	College of Education	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.
SPE 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE 594	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
SPE 596	SPECIAL EDUCATION STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SPED 530	Introduction to Learners with Special Needs	3	College of Education	This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create individualized education programs. Historical perspectives, special education law, and current policies and practices are examined.
SPED 531	Special Education Teaching Methods	3	College of Education	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 532	Special Education Assessment	3	College of Education	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	College of Education	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	College of Education	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	College of Education	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.

SPED 536	Transition Planning for Adolescents with Disabilities	3	College of Education	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 537	Mathematics Instruction for Special Education	3	College of Education	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	College of Education	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	College of Education	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPKNGWKSP	BASIC PUBLIC SPEAKING/PRESENTATION SKILLS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
SSCEU 3350	LEAN SIX SIGMA GREEN BELT	8	School of Continuing Education	The Define, Measure, Analyze, Improve, and Control (DMAIC) model is the foundation of Six Sigma methodology. Lean Six Sigma incorporates the DMAIC model with lean methodologies used to streamline business processes. In this course, students will focus on the individual phases of the model, by exploring how each phase impacts the success of projects. In addition, students will learn how the project scope, process mapping, and change management play into the six sigma methodology, while applying lean concepts to reduce waste. 80 hours, 8 - weeks.
SSCEU 3400	LSS GREEN BELT: EXAMS	1	School of Continuing Education	The final course in LSS Green Belt Certificate Program (noncredit) is a collection of exams that measure the concepts covered in the program. There are four exams, Define, Measure, Analyze, and Improve and Control that align with the four courses in the program. The course provides 1 continuing education units over one 10-hour workshop.
STATSWKSHP	STATISTICS WORKSHOP	0	Non-College Specific	Non-credit bearing course for Statistics Workshop offered at campus.

STATWKS	OPEN STATISTICS LAB	0	Non-College Specific	Open lab for students seeking additional help in statistics.
STEAM 506	STEAM Education: Curriculum and Instruction	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	College of Humanities and Sciences	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.

SUS 310	INDUSTRIAL ECOLOGY	3	College of Humanities and Sciences	This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.
SUS 330	INTRODUCTION TO SUSTAINABLE AGRICULTURE	3	College of Humanities and Sciences	This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.
SUS 350	GREEN BUILDING AND URBAN PLANNING	3	College of Humanities and Sciences	This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.
SUS 370	SUSTAINABLE ECOSYSTEMS	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380	SUSTAINABLE PLANNING AND LAND USE	3	College of Humanities and Sciences	In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.
SUS 385	SUSTAINABLE OCEAN USE	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.
TCH 501	Teaching Methods: Elementary Art	3	College of Education	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	College of Education	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	College of Education	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem- solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	College of Education	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	College of Education	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	College of Education	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	College of Education	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	College of Education	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	College of Education	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 520	TEACHING METHODS	3	College of Education	This course focuses on general methodology to enhance student learning in today's diverse K-12 classrooms. Participants explore instructional planning, instructional strategies, and assessment. This course provides participants with the opportunity to develop and evaluate instructional materials and assessment strategies.
TCH 533	Teaching Methods: Mathematics Assessment	3	College of Education	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	College of Education	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	USING APPS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.

TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	College of Education	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	College of Education	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	College of Education	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student- centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.

TECH 524	Technology Survival for Educators	3	College of Education	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	College of Education	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	College of Education	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	College of Education	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.

TESOL 572	Assessment	3	College of Education	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	College of Education	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	College of Education	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	College of Education	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TEST 105	Test Course Only 105	3.76	School of Continuing Education	Test Course Only 105
TEST 106	Test Course Only	5	School of Continuing Education	
TEST 107	TEST COURSE 23	4	School of Continuing Education	
TEST 888	TEST TITLE	3	Non-College Specific	This course is a study in Java programming. It covers topics around Java building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle Certified Associate Java SE examination.

TEST 998	TEST COURSE 2	4	Non-College Specific	
TIPSWKSP	STUDY GROUP TIPS AND TECHNIQUES	0	Non-College Specific	This is not an actual course. It is entered as a means to schedule a non-academic activity.
TMGT 540	MANAGEMENT OF R&D AND INNOVATION PROCESSES	3	School of Business	This course explores the role of Research & Development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.
TMGT 550	TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY	3	School of Business	This course introduces the student to the concept of multi- national enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilized technology transfer within a global business to meet the goals of the strategic plan.

TMGT 590	APPLICATIONS OF TECHNOLOGY MANAGEMENT	3	School of Business	This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.
TPA 001	SUBJECT SPECIFIC PEDAGOGY	1	College of Education	This course addresses California's Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.
TPA 002	DESIGNING INSTRUCTION	1	College of Education	This course addresses the second task of California's Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.
TPA 100	TPA PLANNING AND INSTRUCTION	1	College of Education	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.

TPA 200	TPA INSTRUCTION AND ASSESSMENT	1	College of Education	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.
VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	College of Information Systems and Technology	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.

VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	DIGITAL DESIGN	3	College of Information Systems and Technology	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.
VCT 330	IMAGE EDITING WITH PHOTOSHOP	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.
VCT 340	WEB DESIGN WITH DREAMWEAVER	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.

VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
VTC 420	MULTIMEDIA DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
WEB 240	WEB DESIGN FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

WEB 401	WEB DEVELOPMENT	3	College of Information Systems and Technology	This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	ADVANCED WEB DEVELOPMENT	3	College of Information Systems and Technology	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	MOBILE COMMERCE	3	College of Information Systems and Technology	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	College of Information Systems and Technology	This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.

WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	College of Humanities and Sciences	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	College of Humanities and Sciences	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	WRITING FOR SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRITELAB	WRITING LAB	0	Non-College Specific	

XCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.
XCOM 200	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
XCOM 225	FOUNDATIONS OF MASS COMMUNICATIONS	3	School of Business	This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.
XCOM 285	ESSENTIALS OF MANAGERIAL COMMUNICATION	3	School of Business	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

| XECO 212 | PRINCIPLES OF ECONOMICS | 3 | School of Business | This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry. |
| XMGT 216 | ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY | 3 | School of Business | This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry. |

2018-2019

UNIVERSITY OF PHOENIX

SACRAMENTO VALLEY REGION
ACADEMIC CATALOG
Volume 52
July 1, 2018 through June 30, 2019 catalog
With Updates Added:
December 1, 2018
(see addenda pages for a summary of updates added by month)

"As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students."

Dr. John G. Sperling

Founder

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

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The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Sacramento Valley Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following four metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Modesto, CA	$803 - 1,715
Sacramento - Arden-Arcade - Roseville, CA	$968 - 2,143
Stockton - Lodi, CA	$826 - 1,918
Vallejo - Fairfield, CA	$1,184 - 2,531

Housing Information: The University of Phoenix does not offer any form of student housing

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. You can obtain a copy of this report by contacting your designated Campus Safety Coordinator or by accessing the following Web site:
http://www.phoenix.edu/about_us/campus-safety.html.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2018

GENERAL POLICY UPDATES

- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Institutionally Scheduled Breaks section was updated. (see UNIVERSITY POLICIES)
- The Facilities section was updated. (see FACILITIES)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners. Over the last three and a half decades, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass. Today roughly 45 percent of all college students work at least part-time and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.
These are custom colors and proprietary to the University.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.

Accreditation and Affiliations

Regional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (http://hlcommission.org).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1413
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
http://hlcommission.org

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

College of Humanities and Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online modality. Not all programs are available at all locations.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and

technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in business and management, nursing and health sciences, education, criminal justice, social sciences, natural sciences, humanities, and information technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize information from the desktop. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expected to use throughout their academic programs and careers

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained in the University Library's resources. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the student and faculty website https://ecampus.phoenix.edu/
  - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services.
- After logging into the student and faculty website, select the Library tab and then the University Library link to enter the University Library.
- Select an appropriate resource and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Electronic Reserve Readings for individual courses. These pages provide links to materials relevant to the course curriculum. Access to Electronic Reserve Readings, when available, are listed on course pages within eCampus.

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Find and Research Guides on the library homepage.

- The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
- The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library's resources by clicking the View All Resources Alphabetically link on the University Library homepage.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University-Wide Learning Goals

The University's faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

The intent is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor Degree: 120 credits
- Master's Degrees: minimum 30 credits beyond the Bachelor Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some Schools and Colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students work in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University's teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged

to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University prior to their start date.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, College of Health Professions, College of Humanities and Sciences, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Information Systems and Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
  - A noise-cancelling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
  - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:.

Operating System

	Minimum	Recommended
Microsoft® Windows	Windows 7	Windows 10 or higher
Apple® Mac OS X	Mac OS X 10.10	Latest Version

Microsoft® Windows may be required for some technology courses.

Web Browser

Windows

Browser	Minimum	Recommended
Google® Chrome	48 or higher	Latest Version
Mozilla® Firefox	45 ESR	Latest Version
Internet Explorer	10 or higher	Latest Version
Microsoft® Edge	38 or higher	Latest Version

Mac OS X

Browser	Minimum	Recommended
Apple® Safari	8 or higher	Latest Version
Google® Chrome	48 or higher	Latest Version
Mozilla® Firefox	45 ESR	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft® Office 2013 or later for a personal computer (PC), Microsoft® Office 2011 or later for a Mac.
- An up to date installation of Adobe® Reader
- An up to date installation of the Adobe® Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings
- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft® Visio
- Microsoft® Project

Please note that much of the software required above can be found in the University Marketplace or the online Microsoft® Office offer for enrolled students.

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix or Blackboard™ mobile apps. Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

The College of Information Systems and Technology

The College of Information Systems and Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

School of Advanced Studies

The School of Advanced Studies requires doctoral learners to bring a laptop computer that meets the above technology requirements to residencies.

eCampus: Student and Faculty Portal

eCampus is a secure multifunctional electronic gateway to student services, the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. eCampus is accessible 24/7 and requires no special software. Students can login to eCampus from any computer and Internet Service Provider. Student resources on eCampus include the University Library, eBooks, Media Library, Center for Writing Excellence, Center for Mathematics Excellence, student workshops, Life Resource Center, and Phoenix Career Services.

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic

class environment is where assignments are turned in and exams are completed. Each student's eCampus login credentials are unique; students must not share their login credentials with anyone.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on eCampus, and turn in assignments by accessing assignment links on eCampus.

Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class.

University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges and Schools, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assignment links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/ or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- The recording occurs with the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording
- There is a documented University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

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UNIVERSITY POLICIES

Determining Enrollment at the University

Active enrollment is determined by a student's continuous attendance at the University. A student is considered to be in continuous attendance as long as no more than 14 days exists between academically related activities (ARAs). For exceptions to this 14-day requirement, please refer to Withdrawing from the University. For additional information, please see Academically Related Activities below. Students may have one of the following active enrollment statuses based upon the academic workload for his or her program:

Active Full-Time: The student's required academic workload for his or her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

Active Less Than Half Time: The student's required academic workload for his or her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

Academically Related Activities

Academically Related Activities (ARAs) are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities by the University:

- Messages in a course
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

Courses offered in Blackboard:

- Discussion posts in a course (Blackboard "Messages" do not count towards course attendance)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

ARAs will not generate for activities in Audited (AU) courses.
Blackboard "Messages" do not count towards course attendance.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2018/2019 award year is December 25, 2018 - January 5, 2019.

For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:

- The Thanksgiving institutionally scheduled break is November 21, 2018-November 25, 2018.

- The University's Mardi Gras institutionally scheduled break (Louisiana campus only) is March 1,2019- March 5, 2019.
- Other observed holiday institutionally scheduled breaks (e.g. Memorial Day, Labor Day, President's Day, etc.): a one week institutionally scheduled break will be placed on a student's record in the event that he/she is enrolled in a course that has been extended at a local campus due to an observed holiday; actual dates of the institutionally schedule break will vary based upon the observed holiday.

Course Attendance Policy

Attendance is mandatory in all university courses. Students satisfy course attendance requirements through the activities listed below:

- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
  - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week
    - Blackboard "Messages" do not count towards course attendance.
  - Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if stu-

dents miss more than the maximum allowed absences. Refer to the chart below:

Number of workshops	Allowed Absences	Absences resulting in Withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online associate)	2	3
10-59	2	3
60+	9	10

Students may submit a request for an excused absence for one of the following reasons with supporting documentation:
- Military deployment
  - Documentation can consist of military orders.
- Extreme serious illness or hospitalization of student or family member
  - Family members for hospitalization or serious illness include: mother, father, spouse, and child.
  - Documentation can include a note from the Doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc
- Title IX - Pregnancy and Childbirth
  - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions or childbirth for as long as the doctor deems the absence(s) medically necessary.
  - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of immediate family member
  - Immediate family members include: father, mother, spouse, domestic partner, child, grandparent, brother, sister, aunt, uncle, father-in-law, mother-in-law, brother-in-law, and sister-in-law.
  - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
  - Documents can consist of a copy of the jury summons.
- Other extenuating circumstances
  - Students may request an "E" excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations which requires campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program may request a Leave of Absence (LOA). All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.

- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period.
- An LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which he/she took the LOA.
- Student must return on the date designated as the Return Date on his/her LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal Policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).
- Official Withdrawal: Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
- Unofficial Withdrawal: Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
    -For a student with an approved leave of absence, the University will review the student record on or after the original approved return date.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
    -For a student with an approved leave of absence, the DOD is the day after the student's scheduled return date.

- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
- Administrative Withdrawal: Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
- The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
- The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Calendar

The educational mission of the University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. A student could begin a degree program in virtually any month of the year. This calendar allows the adult student to balance the demands of career, family, and education.

Students qualifying for financial aid may receive a new award each academic year. An academic year is defined as the period of time in which a student completes at least 24 credit hours and 30 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Students should reapply for financial aid prior to the start of each new academic year.

2018-2019 Holiday Calendar

4th of July	July 4, 2018
Labor Day	September 3, 2018
Thanksgiving	November 21, 2018 - November 25, 2018
Winter Break	December 23, 2018 - January 5, 2019
Martin Luther King Jr Day	January 21, 2019
President's Day	February 18, 2019
Good Friday	April 19, 2019
Easter	April 21, 2019
Memorial Day	May 27, 2019

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the College and may apply to a program in place of a required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. The equivalencies are subject to change based on program update or College need.

Equivalent courses must be an equal level or higher, and have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated, when a combination of multiple courses is used to satisfy an equivalency with a course, the excess credits from the combination may apply towards the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

If all courses needed to satisfy a combination equivalency are not completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

The College may also provide course options which are not direct equivalencies to the required course, but which the College has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

The University of Phoenix may be required to cancel courses or programs when necessary. In addition, courses or programs may not begin on their scheduled start dates in the event of certain circumstances, such as faculty unavailability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program if available. Any payments made for cancelled courses will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the Campus Director of Academic Affairs or designated appointee, students may complete Dean approved courses, as available, via Directed Study delivery as outlined below:

- Degree program enrollment: a maximum of twelve (12) completed credits in the program
- Credit bearing certificate program enrollment consisting of four or more courses: a maximum of three (3) completed credits in the program.
- Deployed active duty military students: a maximum of (15) completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

Concurrent Enrollment

Concurrent enrollment is defined as simultaneous enrollment. This refers to enrollment in any two University courses. Students enrolled in courses outside the University are excluded from the definition. Courses will be considered concurrent when start and/

or end dates overlap.

- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit bearing courses concurrently.
- Students enrolled in an Online Associate degree program may not enroll in more than three credit bearing courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students.

Multiple University Credentials

Students may earn multiple credentials from the University of Phoenix. The following policies apply:

- Only one degree in a specific discipline may be earned at each program level (i.e. bachelor and/or graduate); however, students can earn multiple degrees in different disciplines. For purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
  - Graduate degree-seeking students must complete a minimum of 18 credits toward an additional graduate degree. Exceptions are outlined within programmatic policies.
  - Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor degree's required course of study in order to meet residency.
  - Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS). EdS graduates may return to the School of Advanced Studies and earn a doctorate degree.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

A degree or certificate cannot be conferred if all of the required courses were completed prior to the program version's approval and availability in the student's state or jurisdiction.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.

- All undergraduate students may complete a maximum of 45 UOPX credits in a 12 month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12 month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social

security numbers.

Letter Request

All student letter request must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center (ARSC) to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the letter is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the letter containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students who are requesting letters of recommendation or nominations regarding scholarships should contact scholarships@phoenix.edu for assistance.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by a member of the Registrar's Office.

Students may call the National Student Clearinghouse at (703)742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The Registrar's Office is the University's designated department to review and route forms requiring a school official's signature. If the Registrar's Office cannot complete a form, the form will be re-routed to the appropriate department for completion.

University of Phoenix cannot comply with or complete certain forms. Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the form is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the form containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

Record Maintenance

University of Phoenix requires students to complete and sign all student-related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of the Campus Director of Academic Affairs or designated appointee, students may register for and audit University courses.

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assign-

ment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. A call/order to active duty includes state-side deployment of active duty military personnel and deployment outside of the country. This does not include National Guard service under authority of State law.

The Military Deployment and Servicemember Readmission policies will also apply to servicemembers and reservists that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all of the following criteria are met:

The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) should give advanced verbal or written notice to Student Services as far in advance as I reasonable under the circumstances of the student's upcoming deployment. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years

The student must give oral or written notice of her intent to return to the school within three years after the completion of the period of service.

- A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to reenroll within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established leave of absence policy and general practices.

A student's eligibility for readmission under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,

2. A dismissal of such person permitted under section 1161(a) of Title 10, USC,

3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided a student meets the readmission criteria, the University must promptly readmit the student to his/her program by assisting the student in enrolling in the next available class or classes in his/her program unless the student requests a later date of readmission or unusual circumstances require the University to admit the student at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not begin attendance because of service in the uniformed services. The student will be considered to be enrolled with the same academic status as long as the University admits the student:

1. To the same program to which he or she was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to admission to a different program.

2. At the same enrollment status that the student last held, unless the student requests or agrees to admission at a different enrollment status.

3. With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.

4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.

5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. However, if the student's veteran's education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school will assess those charges to the student as well. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point he or she left off, the University determines that the student is unable to complete the program, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point he or she left off or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

The University of Phoenix adheres to the Higher Education Opportunity Act (HEOA) to support the educational needs of servicemember students who are deployed.

At the time a student learns he or she will be deployed, students are advised to notify Student Services either orally or in writing. It is recommended that documents sufficient to show the student will be deployed, such as, but not limited to, a copy of the military deployment paperwork or a signed official letter from the commanding officer, be submitted to the student's campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student's file for future reference.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

Students enrolled in a course at the time of deployment are eligible to receive excused absences in accordance with the excused absences policy. Campuses should use discretion and take such action only if the excused absences would benefit the student by allowing the student the opportunity to complete the course instead of being automatically dropped from the course for not meeting the University course attendance requirement.

If the student will be unable to complete the course due to military deployment, the student may drop from the course and receive a full refund of tuition and mandatory fees for the course and a withdrawal "W" grade may be issued.

If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The campus practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

Students scheduled to be deployed for active military duty are advised to contact their campus Financial Representative regarding the status of their account and/or financial aid.

- If documentation is provided at the time of deployment, the campus may place the student in the military forbearance status. The military forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter following deployment, the University's Servicemember Readmission policy will apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, Transient students must have an approved transient student request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to the University of Phoenix who are transferring from closed (or closing) institutions will be allowed exceptions to specific University of Phoenix admission and academic policies if University of Phoenix is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the university:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.

2. American Council on Education credit recommendations

3. National testing program credit earned from:
 a. College Level Examination Program (CLEP®)
 b. Excelsior
 c. Berlitz
 d. National League of Nursing Exams (NLN)
 e. Advanced Placement Examinations (AP)
 f. Defense Language Proficiency Tests (DLPT)
 g. College Level General Education Development (GED)
 h. DSST Exams (previously DANTES and USAFI)

4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University's Colleges, Schools, or Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with International credentials will be placed on an Admissions status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

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Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory may be accepted towards student's degree requirements.

2. Acceptable transfer activities will be transferred as semester hour credit.

3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.

4. Lower and upper division credit is transferred as awarded by the issuing institution.

5. Physical Education activity credits are limited to four credits.

6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student's residence.

Specific regulatory requirements regarding credit limit applications are listed in the grid below and apply to residents regardless of modality of study (unless otherwise stated in the grid below). Use this grid for the given states only.

State	Total Credit Awards	Areas Restricted
California Residents (Ground Campuses)	30 for Bachelors Programs 15 for Associate Programs	• National Testing Programs- Including A.C.E. evaluated military or workforce training activities (i.e. StraighterLine) • Portfolio Assessments • Experiential Essays

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student's program.

2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations}) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

California block transfer policy: Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations} or students residing in Arkansas, Nevada, Oregon, Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program

Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

A signed Enrollment/Disclosure Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Credit Transfer

Information regarding criteria used to evaluate the transfer of credits earned at another institution is located at http://www.phoenix.edu/admissions/transfer_information/previous_college_education.html

The University Credit Transfer Policy can be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/credit_transfer_policy.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide academic records, including an official transcript, for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Articulation Agreements

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer-guides.html

Corporate Partnerships

A list of corporations with which University of Phoenix has established credit recommendation guides through corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC

DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at https://gosoced.org/ and https://gosoced.org/search-the-network. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

Nondiscrimination Policy

University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices.

The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status gender variance, age, ethnicity, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Discrimination Grievance Procedures:

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a grievance should be submitted within six weeks after the alleged incident(s).

2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

a. All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sex discrimination (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.

b. The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

3. All other discrimination claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

a. The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimi-

nation and the alleged actions.

b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:

i. If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.

ii. If the accusation is against a student then the Student Code of Conduct procedures apply.

iii. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

iv. In the event that the University finds that the discrimination was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

Harassment Policy

The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all campuses, learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, students or third parties which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted advances, sexual or otherwise,
- Requests for favors, sexual or otherwise,
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of favors or submission to requests, sexual or otherwise,
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
- Offensive verbal conduct, including sexually or otherwise explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
- The display of sexually or otherwise offensive pictures, posters, illustrations, or objects,
- Slurs, jokes, or ridicule based on race, ethnicity, national origin, religion, gender, gender identity, sexual orientation or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Grievance Procedures

Students, faculty, or staff alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases, a grievance should be presented within six weeks after the alleged incident(s).

Allegations of sexual harassment must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

- All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sexual harassment (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
- The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

All other harassment claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

- The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
- If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
  - If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
  - If the accusation is against a student then the Student Code of Conduct procedures apply.
  - If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
  - In the event that the University finds that the harassment was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.
- In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Accessibility and Disability Services

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities.

Determination of accommodations and compliance with the ADA and the Rehabilitation Act for students are managed by the University Accessibility and Disability Services Office. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: http://www.phoenix.edu/students/disability-services.html. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K302

Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at http://www.phoenix.edu/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations (RSO).

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested. Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix Template submitted the year prior must be updated including the completed Findings and Action Plan sections.

- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum UOPX Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Multicultural Affairs & Diversity and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as an organization. Exceptions will be made for new organizations with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.

- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization "Types"

- Academic excluding Honor Societies - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- Honor Societies - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies (e.g., Delta Mu Delta) is typically by invitation and criteria-based.
- Professional -Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- Service - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved Recognized Student Organization Recognition "Statuses"

- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Phoenix Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Acceptable Computer Use for Faculty and Student

University computing and communication resources are for approved business and educational purposes consistent with Uni-

versity policies and procedures.
- Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.
- By using University computing and communication resources all users, including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University's computing and communication resources in violation of the foregoing, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and/or laws. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:
- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

Explicitly:
- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how information security personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:
- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:
- If required by applicable local, state, or federal law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:
- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. Therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of

private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to the University Office of Dispute Management or University of Phoenix Information Security.

Office of Dispute Management
4025 S. Riverpoint Parkway, Mail Stop: CF-K301
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

University of Phoenix Information Security
4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

- This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.
- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.

- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

Do Not Call Policies

- Consumers (including students and potential students) who are listed on a state-specific or the federal National Do Not Call Registry may not be called for sales or solicitation purposes unless they have provided consent to the University, or an Established Business Relationship (EBR) exemption exists.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study. (R1)

- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- The University of Phoenix (UOPX) holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of the University are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers' CITI certification must be in place throughout all aspects of the research study. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- IRB Review: The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- IRB Research: The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

- IRB Reports: The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
  - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
  - Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at the University of Phoenix must gain appropriate approvals prior to conducting research.
  All research conducted by any student, faculty, or staff of UOPX is subject to Internal Board Review (IRB) approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects, AND
  - If human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research in or on the University, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.
  The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:
  - samples students, faculty, and staff associated with the University
  - requests that include University records, data, or materials

- Utilizes University-associated systems, websites, and/or tools.

All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to UOPX Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on University of Phoenix Students, Faculty, Staff or Data

- Research studies where University of Phoenix is selected or identifiable as a subject or sample, must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research.
  COR is a university-wide committee run by the Office of Scholarship Support.
- The COR can be found at: https://research.phoenix.edu/content/committee-research Office of Scholarship Support

Minor Children on Campus

Policy on the Protection of Children for RedFlint Innovation Center

University of Phoenix is committed to maintaining a supportive and safe educational environment, one that seeks to enhance the well-being of all members of the University community and that includes creating a secure environment for children who may participate in University activities or workshops or be present at University facilities or events.

Vaccinations and Immunizations

Information regarding program admissions requirements, including immunization requirements for designated states, is located at http://www.phoenix.edu/admissions/admission_requirements.html

California 30-Unit Option

The University offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290 .... 4 credits
Anatomy and Physiology I
BIO 291 ~ .... 4 credits
Anatomy and Physiology II
SCI 250 .... 4 credits
Microbiology
HCS 436 .... 3 credits
Pathophysiology
NSG 321 .... 2 credits
Transition to Baccalaureate Nursing
NSG 341 .... 6 credits
Care of the Medical-Surgical Patient
NSG 347 .... 6 credits
Care of the Medical-Surgical Patient II
NSG 436 .... 4 credits
Care of the Maternal-Child Patient
NSG 441 .... 4 credits
Care of the Pediatric Patient
NSG 411 .... 4 credits
Care of the Mental Health Patient
NSG 447 .... 6 credits
Care of the Complex Medical- Surgical Patient
NSG 471 .... 4 credits
Nursing Leadership and Management
NSG 481 .... 2 credits
Influencing Nursing Practice

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CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at
http://www.phoenix.edu/campus_locations.html

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility

The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Regional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. A comprehensive evaluation is scheduled for fall 2018, and the next Reaffirmation of Accreditation is scheduled for 2022-23.

For more information about University of Phoenix accreditations and licensures, please visit
http://www.phoenix.edu/about_us/accreditation.html.

Higher Learning Commission
230 South LaSalle Street, Suite. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://hlcommission.org

State and International Licensures

University of Phoenix is approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP) from
- Illinois Board of Higher Education
- State of Louisiana Board of Regents
- Michigan Department of Licensing and Regulatory Affairs
- Nevada Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Pennsylvania Department of Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah Division of Consumer Protection
- The State Council of Higher Education for Virginia
- Washington Student Achievement Council

For additional information on state and international licensures visit http://www.phoenix.edu/about_us/accreditation.html

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business at University of Phoenix:
- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP)

The following initial teacher preparation programs are accredited at the Hawaii Campus:
- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:
- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400

Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Additional Information

A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html.

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration

University of Phoenix
1625 W. Fountainhead Pkwy.
Mail Stop: CF-SX03
Tempe, AZ 85282-2371
800.366.9699

Online

University of Phoenix
1625 W. Fountainhead Pkwy.
Tempe, AZ 85282-2371
866.766.0766

Admissions and Records Service Center

4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
Phoenix, AZ 85040
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at http://www.phoenix.edu/campus-locations.html

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the *Faculty Credentials* section at www.phoenix.edu/faculty. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to http://www.phoenix.edu/campus-locations.html

Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html

Student Borrowing

During the period of time spanning July 1, 2016, through June 30, 2017 53.5% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2014 is 12.8 and the national average is 11.5. The University's loan default rate for Fiscal Year 2013 is 13.3 and the national average is 11.3.

Median Borrowing

The median federal debt of undergraduate borrowers who completed is $32,813. The Federal loan payment over ten years for this amount is approximately $339 per month. Your borrowing may be different.

Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2011-2012 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2017.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2011-2012 cohort year (September 1 - August 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Male	17,042	2,129	12%
Female	43,456	6,463	15%
Nonresident Alien	697	166	24%
Hispanic/ Latino	5,527	995	18%
American Indian/Alaskan Native	569	71	12%
Asian	304	81	27%
Black or African American	16,169	1,711	11%
Native Hawaiian or Other Pacific Islander	263	45	17%
White	20,232	4,222	21%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Two or more races	1,949	268	14%
Race or Ethnicity Unknown	14,788	1,033	7%
Pell Grant Recipients	49,761	6,838	14%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	3,269	771	24%
Students who received neither Pell Grants nor Subsidized Stafford Loans	7,468	983	13%

Excludes 108 students who became deceased after entering the cohort, but before they graduated.

Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree and/or certificate-seeking students from the previous fall who were still enrolled in the next fall.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016)*	4,747

* Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016) still enrolled as of 8/1/2017	1,132
Retention	23.8%

* Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. Table 1 represents all enrolled students from July 1, 2016, through June 30, 2017. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2016, through June 30, 2017, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	222,647	100%
Male	75,672	34%
Female	146,975	66%
Nonresident Alien	3,564	1.6%
Hispanic/Latino	23,360	10.5%
American Indian or Alaskan Native	1,146	0.5%
Asian	3,409	1.5%
Black/African American	44,582	20.0%
Native Hawaiian or Other Pacific Islander	1,554	0.7%
White	60,134	27.0%
Two or more races	5,224	2.4%
Unknown	79,674	35.8%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	80,712	100%
Male	21,558	26.7%
Female	59,154	73.3%
Nonresident Alien	867	1.0%
Hispanic/Latino	9,028	11.2%
American Indian or Alaskan Native	390	0.5%
Asian	735	0.9%
Black/African American	19,359	24.0%
Native Hawaiian or Other Pacific Islander	529	0.7%
White	21,463	26.6%
Two or more races	2,339	2.9%
Unknown	26,002	32.2%

Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2016 to June 30, 2017). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2016, to June 30, 2017 timeframe.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 11% of students who completed a bachelor's degree from University of Phoenix between July 1, 2016, to June 30, 2017, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

• Master of Business Administration
• Master of Science in Psychology
• Master of Management
• Master of Health Administration
• Master of Science/Administration of Justice and Security

The data is derived from the IPEDS Completions Survey (July 1, 2016 to June 30, 2017 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 17 to Oct. 31, 2017 data).

Alumni Attending Graduate School

Fifty-five percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 55%, 19% are currently pursuing a graduate degree at University of Phoenix. Forty-three percent of University of Phoenix master program grad-

uates indicated they are attending or planned to attend a doctoral-level program. Of this 43%, 10% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program graduates indicated they are attending or planned to attend a master-level program. Of this 65%, 24% are currently pursuing a master's degree at University of Phoenix.

This data is derived from the 2014 Academic Alumni Questionnaire distributed to alumni who graduated from September 1, 2011 to August 31, 2013. Bachelors graduate responses: 6,704, a response rate of 7.96% Masters graduate responses: 5,729, a response rate of 13.29%

Working Alumni

Based on responses from the Alumni Association's 2015 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,506 respondents:

University of Phoenix Alumni Occupation*

Engineer/Architect (including technology)	2%
Finance/Accountant	5%
Teacher/Educator/Education Administrator	10%

Sales/Marketing Representative	4%
Registered Nurse/Other Nursing Professional	6%
Executive/Manager/Administrator	9%
Operations/Production	6%
Technician/Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records/Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2014-2015

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2014–2015:

Arizona

Professional knowledge — Elementary: 99%
Professional knowledge — Secondary: 98%
Professional knowledge — Early Childhood: Less than 10 candidates, score not provided
Aggregate professional knowledge: 98.5%
Aggregate content areas: 94%
Special populations: 91%

Program Information for Academic Year 2014–2015

California

California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 80%
Aggregate content areas: 96%
Other academic content areas: 100%

Colorado

Aggregate academic content areas: 100%
Other academic content areas: 100%
Special populations: Less than 10 candidates, score not provided

Hawaii

Aggregate basic skills: 98%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Indiana

Aggregate basic skills: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Nevada

Aggregate basic skills: 97%
Aggregate academic content areas: 100%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate teaching special education: Less than 10 candidates, score not provided

New Mexico

Aggregate basic skills: 100%
Teacher competency — Elementary: 92%
Teacher competency — Secondary: Less than 10 candidates, score not provided
Aggregate teacher competency: 92%
Aggregate academic content areas: 100%

Oregon

Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided
Aggregate basic skills: Less than 10 candidates, score not provided

Texas

Aggregate professional knowledge: 91%

Utah

Aggregate academic content areas: 100%
Aggregate teaching special populations: Less than 10 candidates, score not provided

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students enrolled	7,462	189	1,310	136	72	64	127	300	3	56	95

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students in student teaching	779	18	147	18	12	24	92	32	9	14	24
Number of supervising faculty including part- and full-time	473	14	76	15	6	24	13	20	4	11	21
Student-to-faculty ratio for student teaching	2:1	1:1	2:1	1:1	2:1	1:1	7:1	2:1	2:1	1:1	1:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	14	13	15	12	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://fafsa.gov. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state

Please refer to the Academic Catalog for state- and/or program-specific information at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

In addition to the FAFSA, the following forms may be completed during the federal financial aid process:

• Federal Direct Loan Master Promissory Note (MPN)

• Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Statement of Educational Purpose

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education,* (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting on a federal student loan, and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

The parent or student signing the FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or that are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student

signs any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or other credential, that person certifies that he or she is the person identified by the PIN, username and password, and/or other credential and has not disclosed that PIN, username and password, and/or other credential to anyone else. If the parent or student purposely gives false or misleading information, he or she may be fined up to $20,000, sent to prison or both.

* Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
  - Not be in default on a federal student loan and do not owe a federal grant overpayment
- Must have a high school diploma or its equivalency

For additional eligibility requirements, visit: http://studentaid.ed.gov/eligibility/basic-criteria and review the Student/Parent Eligibility Policy in the Financial Aid Policies appendix.

Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell

For additional information on how the University calculates and awards Pell Grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/FSEOG

For additional information on how the University defines its selection criteria and packaging philosophy for awarding FSEOG consistently to all eligible students, please review the Campus-Based Programs Policy in the Financial Aid Policies appendix.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant.

For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service

For additional information on how the University calculates and awards IASG grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

State Grant/Aid Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation. Where work or other requirements are included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirements.

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. -

see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
https://highered.az.gov
Leveraging Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

OHIO

Ohio Higher Ed
http://www.ohiohighered.org/

Ohio College Opportunity Grant Program
Tamika Braswell
614.728.8862
https://www.ohiohighered.org/ocog

Ohio War Orphans Scholarship
Amber Brady
614.752.9528
https://www.ohiohighered.org/ohio-war-orphans

VERMONT

Vermont Student Assistance Corp (VSAC)

888.307.8722 | Burlington area 654.3765
https://vsac.org/services

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
https://www.vsac.org/about/our-outreach-programs/gear-up

Vermont Incentive Grant Program
https://www.vsac.org/pay/student-aid-options/grants

Institutional Grant Programs

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. Various institutional grants are offered throughout the year. For a complete list of current institutional grant offerings, please visit http://www.phoenix.edu/institutionalgrants

Scholarships
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Institutional Scholarships

University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with organizations to promote scholarship programs. These scholarships are available to potential students or alumni. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html.

External scholarships are available to the general public, which may include University of Phoenix students.

A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. The CSE evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans
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Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's edu-

cational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit https://studentloans.gov/myDirectLoan/
directSubsidizedLoanTimeLimitation.action.

Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn, and the Direct Loan Disclosure Statement.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/dlrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit https://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit http://www.studentaid.ed.gov/types/loans/plus

For additional information on the application process for obtaining

a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=gradPlusMpn

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 **Freshman**	$5,500 - No more than $3,500 of this amount can be subsidized loan	$9,500 - No more than $3,500 of this amount can be subsidized loan	$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 **Sophomore**	$6,500 - No more than $4,500 of this amount can be subsidized loan	$10,500 - No more than $4,500 of this amount can be subsidized loan	
3 & 4 **Junior and Senior**	$7,500 - No more than $5,500 of this amount can be subsidized loan	$12,500 - No more than $5,500 of this amount can be subsidized loan	
Maximum total loan debt (aggregate loan limits)	$31,000 -No more than $23,000 of this amount may be in subsidized loans.	$57,500 -No more than $23,000 of this amount may be in subsidized loans	$138,500 -No more than $65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs — *Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.*

* Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit http://studentaid.ed.gov/types/loans/interest-rates

Interest Rate Cap for Military Members

During military service, students who qualify under the Servicemembers Civil Relief Act may be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at http://www.nslds.ed.gov/

Private Student Loans

Understand your rights and responsibilities when considering private loan options. Clear and
accurate information can help you make informed choices, so you borrow only what you need and
can reasonably repay.

The University encourages that all federal and state financial aid options are exhausted before private loans be considered. Private loans are made through third-party lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Private loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit

http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts
and any other resources received.

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at http://www.finaid.org/loans/privateloan.phtml

For additional information, please review the Private Loans Policy in the Financial Aid Policies appendix.

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.

- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy for further information.

Verification

A federal financial aid student may be chosen to participate in the verification process by the U.S. Department of Education Central Processing System. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification.

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications.

If a student is selected for verification, the University will request the student provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Documentation of high school completion
- Government-issued photo identification
  - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process.

A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the University. If verification documents are not received within this timeframe, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline or 120 days after the last day of the student's enrollment, whichever is earlier.

For additional information on the different verification groups and types of documents acceptable to complete the verification process, please review the Verification Policy of Financial Aid Policies appendix.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's current COA per college. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

College of Education

Cost of Attendance Components	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,288.00	$9,290.00	$9,460.00	$12,144.00	$12,936.00
rEsource Fees	$1,359.00	$1,360.00	$1,360.00	$1,560.00	$1,560.00
Living Expense and Loan Fees*	$7,110.00	$7,900.00	$7,920.00	$9,540.00	$9,540.00
Room and Board	$4,635.00	$5,150.00	$5,150.00	$6,180.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,430.00	$2,700.00	$2,700.00	$3,240.00	$3,240.00
Loan Fees	$45.00	$50.00	$70.00	$120.00	$120.00
Annual COA	$17,757.00	$18,550.00	$18,740.00	$23,244.00	$24,036.00

1The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 24 credits*

College of Health Professions

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

College of Humanities and Sciences

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate***	Master's Degree
Tuition	$8,145.00	$9,333.00	$9,340.00	$9,360.00	$8,376.00	$15,936.00
rEsource Fees	$1,188.00	$1,359.00	$1,360.00	$1,360.00	$780.00	$1,560.00
Living Expense and Loan Fees*	$7,101.00	$7,110.00	$7,900.00	$7,920.00	$4,770.00	$9,540.00
Room and Board	$4,635.00	$4,635.00	$5,150.00	$5,150.00	$3,090.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,430.00	$2,430.00	$2,700.00	$2,700.00	$1,620.00	$3,240.00
Loan Fees	$36.00	$45.00	$50.00	$70.00	$60.00	$120.00
Annual COA	$16,434.00	$17,802.00	$18,600.00	$18,640.00	$13,926.00	$27,036.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*
***The figures provided for certificate programs are illustrative and based on 12 credits*

College of Information Systems and Technology

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,096.00	$9,432.00	$9,430	$9,310.00	$12,474.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,432.00	$17,901.00	$18,690.00	$18,590.00	$20,799.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits

School of Business

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,072.00	$9,459.00	$9,460.00	$9,380.00	$12,528.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,408.00	$17,928.00	$18,720.00	$18,660.00	$20,853.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits.

School of Nursing

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Health Services Administration

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00

Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Advanced Studies

Cost of Attendance Components	Doctoral Degree
Tuition	$19,320.00
rEsource Fees	$1,644.00
Living Expense and Loan Fees* Room and Board Transportation/Miscellaneous/Personal care expenses Loan Fees	$9,516.00 $6,180.00 $3,240.00 $96.00
Annual COA	$30,480

* The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	24-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the Uni-

versity will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible. Examples of conflicting information may include, but are not limited to, the following:

- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status
- Citizenship status

Other Resources

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student's cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and state grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: Adjustments to tuition due to an approved leave of absence, early payment discounts and cash payments made by the student will not count as other resources.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives additional other resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Satisfactory Academic Progress (SAP) for DVA Education Benefits

To receive Department of Veterans Affairs (DVA) education bene-

fits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive DVA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for DVA education benefits.

Federal Financial Aid Satisfactory Academic Progress Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

GRADE POINT AVERAGE

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate stu-

dents must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are *excluded* from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)* (provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)**
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

The IX grade is only given to eligible students who require special accommodations (Americans with Disabilities Act) and provides additional time to complete a course. Faculty may select a completion date ranging from 5 to 15 weeks. The IX grade will default to an F grade when the course exceeds the completion date.
**QC grade (effective for classes in progress 9/9/2006): No grade was issued. No credits awarded. A QC is awarded in the following instances:*
- *This grade may be used for zero-credit courses once the attendance requirement has been satisfied.*
- *A QC grade may automatically post for certain doctoral and counseling courses when the IP period expires and*
- *no formal grade has been submitted.*
- *A QC grade is not calculated into the GPA.*
- *This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.*
- *The QC grade is available using a drop-down menu on eCampus.*

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

MAXIMUM TIMEFRAME

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) sta-

tus without the ability to appeal.

PACE OF COMPLETION

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

INCLUDED IN PACE OF COMPLETION

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades: A, B, C, D and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

EVALUATION

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

FINANCIAL AID WARNING

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

FINANCIAL AID DISQUALIFICATION

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

FINANCIAL AID PROBATION

Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to

maintain federal financial aid eligibility.

STUDENT NOTIFICATION

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

REGAINING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

MAXIMUM TIMEFRAME

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

TRANSFER CREDITS-QUALITATIVE

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

TRANSFER CREDITS-QUANTITATIVE

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

PROGRAM CHANGES

Students who change programs at the University are re-evaluated to determine which credits apply to the new program.

The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

REPEAT COURSES

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

CONCURRENT ENROLLMENT

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary program's GPA.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis.

Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

A student should contact Student Financial Services if interested in submitting a professional judgment request.

Note: The University will complete verification before exercising professional judgment for students who have been selected for verification.

For additional information, please refer to the Professional Judgement Policy in the Financial Aid Policies appendix.

Leave of Absence

Purpose

The University must have a written formal leave of absence (LOA) policy. The University and students must comply with the stated policy as well as governing regulations when requesting, approving and processing LOAs.

Policy

This policy is applicable to all students enrolled in degree programs at University of Phoenix.

If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence.

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University's LOA Policy when requesting an LOA, by providing (on or before the start date of the LOA) a written, signed and dated request, including the reason for the LOA, to Student Financial Services. All requests will be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reasonable amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

HEROES Act

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved.

Affected students include those who:
- Are serving on active duty during a war or other military operation, or national emergency
- Are performing qualifying National Guard duty during a war or other military operation, or national emergency
- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

The University will document the decision for granting an approved LOA to an affected student if that student has difficulty providing a written LOA request because of affected status. The documentation will include both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing. For additional information, students should contact their Finance Advisor.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the student returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e., course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates requested by the student and may adjust those dates based on ARAs, classes scheduled, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to Student Financial Services. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The

University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements During an LOA

The University may disburse Pell, IASG and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the effect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If upon a student's return from an approved LOA a student begins a new program, the student is not meeting the LOA requirement of returning to the program the student was enrolled in prior to taking the LOA. Therefore, in these scenarios, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Program Changes Policy and Re-Entry Policy for further information)

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	**30 days** after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	**7 days** after the academic year start date or 7 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements
Private Loans	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements

For additional information on student eligibility for standard, late, and post withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable

charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University, may, at its discretion, provide a student access to his/her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with Finance.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt

- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans.

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions
- A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at http://www.direct.ed.gov/pubs/exitcounselguide.pdf

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf

Federal Teacher Education Assistance for College and Higher Education Grant Counseling

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at https://studentloans.gov/myDirectLoan/launchTeach.action

Within 30 days of learning a TEACH Grant recipient is no longer in attendance, a letter is sent to the recipient advising him or her of the exit counseling requirement. This letter includes an attachment that can be found at https://static.studentloans.gov/images/teachExitCounselingGuide.pdf

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)

A student who is registered and attending classes at the University can postpone making payments on federal student loans from previous colleges by requesting a deferment from the loan holder or servicer. Return all deferment forms to Student Financial Services, who forwards the forms to the Registrar's Office for processing. The loan holder or servicer makes the final determination to grant a deferment request.

Students receiving federal student loans may also obtain deferments for several reasons including serving in the Peace Corps, under the Domestic Volunteer Service Act and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance

Loan Payment Calculator

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. The Repayment Estimator at https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action allows students to estimate their payment under all available repayment plans

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Sample Standard Repayment Calculator Detail

Loan Amount	$12,000
Interest Rate	6.80%

Repayment Summary

Months in Repayment	120
Monthly Payment	$138
Total Interest Payment	$4,572
Total Loan Payment	$16,572

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay.

Graduated Repayment Detail - 120 months starting at a payment of $80 and a final monthly payment amount of $239. Total interest paid would be $5,832, for a total of $17,832.

Extended Repayment - Only available for loan amounts greater than $30,000

Payment amounts under the Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available.

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)

Detailed information on these options is available at http://studentaid.ed.gov/repay-loans/forgiveness-cancellation

Military Benefits

Veterans Educational Benefits

Students who are entitled to Federal VA education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for Federal VA education benefits. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U S Department of Veterans Affairs (DVA)

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use Federal VA educational benefits for a specific program at an institution should confirm the program is eligible for Federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the DVA can determine eligi-

bility.. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review http://www.gibill.va.gov

If the DVA determines that the student is not eligible for Federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact Federal VA education benefits for the current course as well as the availability of Federal VA educational benefits in future courses. Please contact your Academic Advisor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base.

University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans' benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, http://www.gibill.va.gov, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay Federal VA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Military Tuition Assistance

To obtain federal military tuition assistance, visit your education or Navy College Office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request; for more information, visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

A student can currently receive 100% of federal tuition assistance from military service, with a $250 cap per semester hour, and a $4,500 annual limit. If a student wants to apply for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve service members who earned Chapter 30 benefits while on Active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website http://www.benefits.va.gov/gibill/tuition_assistance.asp.

Readmission of Servicemembers

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University's Military Division verifying that the student's absence from the University was necessitated by service in the uniformed services.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student's eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student's deployment paperwork or a letter from the commanding officer that includes the student's dates of service.

Exception: The University may not delay or attempt to avoid readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

- The student submits verbal or written notification of intent to re-enroll.

Note: If the student's last date of attendance with the University is more than 365 days in the past, the student must complete an updated admissions application and Enrollment Agreement in accordance with the University re-entry policy. The Military Division should then submit these completed documents along with the servicemember's readmission form. The student may remain in the original program/version without appeal, provided the cumulative length of absence does not exceed five years and that the program has not been expired.

A student's eligibility for readmission under this section by reason of such student's service in the armed services terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, or
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, or
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC

Note: If the student does not submit a notification of intent to re-enroll within the time limits, the student is subject to the University-established leave of absence policy and general practices.

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Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

Students out for a period of more than one year, with current, active or prior military experience in the Army, Coast Guard, Marine Corps and Navy are covered under the Servicemembers Opportunity Colleges (SOC) guidelines, and therefore will be permitted to continue in their original program/version of study. These students are required to complete all degree requirements within the graduation deadline period. Students are granted five (5) years to complete an associate degree and seven (7) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete his or her degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Note: A student with a SOC agreement who changes program, major or concentration is required to update to the most current program/version offered in his or her state or jurisdiction. A new SOC agreement will be created for the student when the student is admitted to the new program/version, and the student will be given a new five (5) year (associate) or seven (7) year (undergraduate) timeframe in which to complete the degree.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and electronic course materials fees are paid whether in attendance or not Students can access account balances and student account information under the account tab on the student website When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process The student may receive a refund or may owe payment to the University depending upon the student's account balance.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course Tuition and all applicable fees for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students will not be allowed to attend courses if a payment is due, or if paperwork is required. All necessary paperwork or payment arrangements must be resolved prior to the course deadline. Students are also required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys' fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student's stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. A student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State Tax

Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact Student Financial Services for the current list of states requiring tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

For instances in which a student may qualify for multiple tuition discounts, the discount that provides the greatest benefit to the student will be applied to the tuition amount.

General Refund Policy

A tuition refund may be granted to those who qualify, based on the state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other fees are nonrefundable, unless prohibited by law.

Payment Policies

Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

<div align="center">

The University of Phoenix, Inc.
Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650
</div>

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Returned Check Fees

Returned checks will result in an additional processing fee of $25, unless prohibited by law.

Late Payment Fees

Payments must be made in accordance to the selected finance plan. If tuition payment is not received within the terms and conditions of the selected finance plan, fees up to $25 will be assessed to the student account, unless otherwise restricted by law. Late fees are due immediately upon invoice.

Notice

The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report.

If payment for tuition and electronic course materials fees is not received in accordance with the Student Responsibility to Pay Agreement the student may be withdrawn from the program and official transcripts withheld.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www phoenix edu/ tuition_and_financial_options/tuition_and_fees html or contact a Finance Advisor with any questions regarding financial options and scholarships

Cash Plan

The Cash Plan is available to students who will be using e-check or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period and is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and electronic course materials fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U S Department of Veterans Affairs or U S Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available for students who receive Tribal education benefits or whose employer is approved by the University for Direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Tribal Nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix edu

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/third_party_ billing.html

Withdrawing from the University

Circumstances may necessitate withdrawal from the University For further information on officially, unofficially, or administratively withdrawing from the University, please see the University's Withdrawal Policy.

Return of Title IV Policy

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund.

The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.*

Here are a few examples of common course lengths:

Weeks Attended	Refund for 5-Week Course	Refund for 6-Week Course	Refund for 7-Week Course	Refund for 9-Week Course
1 Week	80% Refund	83% Refund	86% Refund	89% Refund
2 Weeks	60% Refund	67% Refund	71% Refund	78% Refund
3 Weeks	40% Refund	50% Refund	57% Refund	67% Refund
4 Weeks	No Refund	No Refund	43% Refund	56% Refund
5 Weeks			No Refund	44% Refund
6 Weeks				No Refund

* Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.

b.If a student withdraws from a course TA funds received by the University will be returned on a pro-rata basis based upon the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro-rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Attendance for 5 week course

Attend 1 Week - 80% Returned

Attend 2 Weeks - 60% Returned

Attend 3 Weeks - 40% Returned

Attend 4 Weeks - No Return

Attendance for 6 week course

Attend 1 Week - 83% Returned

Attend 2 Weeks - 67% Returned

Attend 3 Weeks - 50% Returned

Attend 4 Weeks - No Return

Attendance for 9 week course

Attend 1 Week - 89% Returned

Attend 2 Weeks - 78% Returned

Attend 3 Weeks - 67% Returned

Attend 4 Weeks - 56% Returned

Attend 5 Weeks - 44% Returned

Attend 5 Weeks - No Return

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or Service.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below:
  - Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):
    University of Phoenix
    3110 E. Guasti Road
    Ontario, CA 91761
  - Refund administrative address for California residents attending Online:
    University of Phoenix
    4035 S. Riverpoint Pkwy.
    Phoenix, AZ 85040

Florida

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- The University will retain $45 of the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period.
- Refunds will be paid within 30 days of a student's official withdrawal.

Georgia

Students in Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student's official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

Louisiana

Students in the state of Louisiana will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is nonrefundable.
- Refunds will be paid within 30 days of a student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or $150, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person that paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his or her enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

New Mexico

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.

- If a student withdraws following the expiration of the three-day cancellation period, but prior to the first class, the University may retain up to $200.
- Following the beginning of the first class, refunds will be provided according to the University Institutional Refund Policy.
- Refunds must be made within 30 calendar days of the University's receipt of written notice of withdrawal or the University's termination of the student's enrollment, whichever is earlier.

Virginia

Students in the state of Virginia have three business days, excluding weekends and holidays, during which enrollment may be cancelled without financial obligation other than a nonrefundable fee not to exceed $100 for expenses related to processing the student's enrollment.

Online

The refund policy of the state where online students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others

- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records

  Exception: The Student Health Insurance Plan Enrollment/ Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules

- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

* Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.

** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Nelnet Scholarship Management, Aptimus, Protiviti, ACS, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Cenveo, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education, TK20, College Board, Loan Science, Civitas and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations

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- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.
- A school official is defined as:
  - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
  - A person employed by or under contract to the University to perform a task.
  - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
  - Performing a task specified in his or her job description or contract.
  - Performing a task related to a student's education.
  - Providing a service or benefit related to a student or a student's family.
  - Representing a school in which a student seeks to enroll.
  - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.

- Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
- Performing studies on behalf of educational institutions.
- Disclosing information to accrediting organizations carrying out their function.
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:
- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a

written request to access their records. However, the Office of Admissions & Records will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information.

A student's request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
- (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel,
- which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied

(For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Reg-

istrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Gainful Employment Disclosures

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program Each program home page is linked to gainful employment information specific to that program For more information about gainful employment disclosures for active open enrollment programs, visit http://www.phoenix.edu/programs/gainful-employment.html. For more information about gainful employment disclosures for closed for enrollment, retired programs, visit http://www.phoenix.edu/programs/gainful-employment/retired-programs.html

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates

and maintains uniform student loan practices that focus on the best interest of student borrowers.

It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at http://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

This policy applies to website visitors, current and potential students, alumni and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain Sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively "Additional Policies").

Information Collected

We collect various types of information through our Sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials and digital technology may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including Social Networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

Information Uses

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:

- To determine your admissibility and to register you for your selected educational programs
- To contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve student retention, site and service performance, user experience and delivery
- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- For external academic research and scholarship
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods

- To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html
- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you've opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

Under California's Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Office.ComplianceUOPX@phoenix.edu

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

Other Collection, Use and Disclosure

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

Other Important Information

We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the "Students' Rights to Privacy and Access to Educational Records" policy, visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Attn: Registrar's Office
4025 S Riverpoint Parkway
Mail Stop: CF-L201
Phoenix, AZ 85040

Admissions and Records Service Center: 800.866.3919

University of Phoenix may update this policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at http://www.phoenix.edu/copyright-legal/privacy_policy.html

How to Contact Us or Access Your Information

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or

University of Phoenix
Attn: Ethics and Compliance
4025 S. Riverpoint Pkway
Phoenix, AZ 85040

Contact Information for Filing Complaints

Students wishing to file a complaint may contact the University's Office of Dispute Management. Local students also have the option to file a complaint directly with the designated state regulatory agency in the state in which they reside. Please note many states require students to exhaust the institution's internal complaint policy before filing one with their agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (http://nc-sara.org). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process. SARA complaints must first be submitted internally for resolution through the University's Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (http://azsara.arizona.edu).

Online students should file external complaints with the Arizona State Board for Private Postsecondary Education

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The

State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, telephone 602.542.5709, website address: www.ppse.az.gov.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

Colorado: The student may contact the Colorado Department of Higher Education, Office of Private Postsecondary Education, 1560 Broadway Road, Suite 1600, Denver, CO 80202; telephone 303.862.3001.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; telephone 770 414 3300, website: https://gnpec.georgia.gov/webform/gnpec-student-complaint-form

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Illinois: The student may contact the Illinois Board of Higher Education, 1 North Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377; telephone 217.782.2551, website: www.ibhe.org. http://complaints.ibhe.org

Louisiana: The student may contact the Louisiana Board of Regents, 1201 N. Third St., Suite 6-200 Baton Rouge, LA 70802; telephone 225.342.4253. Proprietary Schools 225.342.7084.

Michigan: The student may contact the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, P.O. Box 30018,Lansing, MI 48909; telephone 517.241.9221.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330. Website: cpe.nv.gov

New Jersey: The student may contact the Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, Trenton, NJ 08625-0542; telephone 609.984.3738.

New Mexico: The student may contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505.476.8409.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27514; telephone 919.962.1000.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone 717.783.8228.

Tennessee: The student may contact the State of Tennessee Higher Education Commission, Parkway Towers, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830; telephone 615.741.5293.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84114-6704; telephone 801.530.6601.

Virginia: The student may contact the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Building, Richmond, VA 23219; telephone 804.225.2600.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.

Washington DC: The student may contact the Government of the District of Columbia Education Licensure Commission, 1050 First Street, NE, Washington, DC 20002; telephone 202.727.6436.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:
- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works
- Copyright law provides the owner of a copyright the exclusive right to do the following:
- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites: The U.S. Copyright Office: http://www.copyright.gov

The Electronic Frontier Foundation fair use frequently questions Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so As a user of the University network, recognizing the legal requirements of the files that you may be sharing

with others is important You should be careful not to download and share copyrighted works with others

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

https://www.riaa.com/resources-learning/for-students-educators/

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Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

The University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes Voter Registration information available at the campuses. The National Mail Voter Registration Form can also be used to register U.S. citizens to vote, to update registration information due to

a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Annual Security Report

The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, the Campus Safety Policies and Campus Crime Statistics for the last three years.

Visit http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drugs prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.htmlto access a PDF file of the University of Phoenix Campus Safety Policies.

Campus Crime Statistics

The Clery Act delineates the offenses which need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to 1) a campus security authority (CSA),

regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official and 2) local law enforcement (collected by the CSA through an information request) over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 and repeated in the U.S. Department of Education's Clery Act regulations.

- Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Rape, Fondling, Incest, Statutory Rape, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft and Arson.
- Hate Crimes - Any of the above-mentioned offenses (excluding Manslaughter by Negligence), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias.
- VAWA Offenses - Any incidents of Domestic Violence, Dating Violence and Stalking.
- Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc. Law Violations, Drug Abuse Violations and Liquor Law Violations.

In addition, the following Kentucky Minger Act offenses (non-Clery Act statistics) are separately provided for the Louisville Campus in the University of Phoenix Annual Security Report:

- Menacing; Reckless Homicide; Terroristic Threatening/Intimidation; and Wanton Endangerment.

Specific campus location statistics are available electronically in the Annual Security Report at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report pdf or by requesting a paper copy of the report from campus security authority (Contact information can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list. html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the campus security authority at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com and http://nsopw.gov/. You can search by city, county or ZIP code. This information is collected by other agencies, and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Clery Act and for campus

safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Florida Sexual Predator and Sexual Offender Registry

The University of Phoenix Campus Safety website at http://www.phoenix.edu/about_us/campus-safety.html provides a link to the Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website at http://offender.fdle.state.fl.us/offender/homepage.do and toll-free telephone number, 888 357 7332 (for TTY accessibility, dial 877 414 7234) These give access to Florida sexual predator and sexual offender public information, including a database to search for offenders employed or enrolled at Florida universities

Emergency Mass Notification Policy

Apollo Education Group (Apollo) and University of Phoenix (UOPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo and UOPX to contact or send notices, alerts or warnings without delay to employees, faculty and students in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities.

The Emergency Mass Notification Policy applies to all employees, faculty and students of UOPX in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

The policy can be viewed in its entirety in the Campus Safety Policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf or by requesting a printed copy from your local campus.

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts to receive all reports relating to crime at University locations. A current list of Campus Security Authority contacts can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use, Underage Drinking, and other

Violations of Alcohol and other Drug-Related Policies

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If any individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a "zero tolerance" policy regarding underage drinking.

Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state or local laws will be enforced.

Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Institutional Sanctions for Alcohol and Drug Violations

Any member of the University community found possessing or selling illegal drugs on University property which includes attending class and meeting with campus personnel or in violation of the institution's alcohol policies while on campus shall be subject to discipline on a case-by-case basis

Discipline will be based on the seriousness of the situation:

- A case may result in dismissal from the University
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol
- Additional state penalties and sanctions may also apply

The University has adopted a zero-tolerance policy regarding alcohol and drug violations

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period,

unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

The student may regain eligibility the day after the period of ineligibility ends.

If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive.

It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

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APPENDIX- FINANCIAL AID POLICIES
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Academic Year Definition Policy
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Overview
The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.
Policy
A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Overlapping Academic Years
An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This scenario is rare, but most commonly occurs when a student starts with the University after recently attending a different institution or when the student completes a prior program at the University and begins another program. Students in these scenarios need to work with their finance advisor to determine if they have overlapping academic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy
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Overview
Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University
Policy
Allowable Charges
The University defines allowable charges as charges assessed by the University for the current payment period for the following:
- Tuition (including tuition for directed study and state sales tax) and mandatory institutional fees
  - Electronic course materials fees and books (rEsource Fee)
    -By using the ED MAP Book Voucher, the student is considered to have authorized the use of federal financial aid funds for books and is not required to provide any additional authorization If the student chooses not to use the book voucher, the authorization is no longer valid
- California Student Tuition Recovery Fund (CA STRF), if applicable

Prior-Year Charges
If a student owes allowable charges from a prior year, the University will use current-year Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to any prior-year allowable charge (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Campus-Based Programs Policy
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Overview
The Campus Based Policy defines the University's selection criteria and packaging philosophy for awarding cam-pus-based funds consistently to all eligible students.
Policy
The University participates in one of the three campus-based programs, the Federal Supplemental Educational Opportunity Grant (FSEOG) Program. The University will make FSEOG funds reasonably accessible to all eligible stu-dents, to the extent of available funds. Furthermore, it will not exclude from consideration any one particular type or category of student.
Federal Supplemental Educational Opportunity Grant (FSEOG)
The following represents selection criteria and procedures for determining which students may be awarded FSEOG funds. These selection procedures are uniformly applied.
First Selection Group
- Undergraduate students who have not earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and credential level) during the same award year in which the campus-based funding will be disbursed

- Students with an EFC** of zero and exceptional need are reviewed for funding under the following formula:

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
 = Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

***The University will use the EFC from the same award year for the Direct loan and campus-based programs*

After the University has determined a student's need, the University determines the student's eligibility.

The University first awards all funds to students meeting the conditions of the first selection group. When all stu-dents in the first selection group are awarded and disbursed FSEOG program funds, the University will determine if students in the second selection group can be awarded.

Second Selection Group

- Undergraduate students who have not yet earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and undergraduate standing) during the same award year in which the campus-based funding will be disbursed
- Students with exceptional financial need (defined as students with the lowest EFCs who are not receiving Pell Grants). This group also includes students who have exceeded their Pell LEU.

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
 = Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

The University keeps documentation of the eligible EFC calculated for the student and confirms Pell Grant eligibility prior to disbursement of the FSEOG. If the FSEOG recipient does not receive Pell Grant funds during the award year, but the documentation shows that the FSEOG award and disbursement were made in good faith, the University is not required to recover the FSEOG funds already disbursed to the student. If the student loses Pell Grant eligibility prior to disbursement of the FSEOG, the University will cancel the FSEOG award.

FSEOG and Pell Lifetime Eligibility Used

If a student receives a Pell Grant for only one payment period of an award year due to reaching the Pell lifetime eligibility (LEU), the student may still receive an FSEOG award for both payment periods in the award year (Refer to the Federal Pell Grant/IASG Policy for further information on Pell LEU). If the student has met or exceeded the Pell LEU, the student does not fall under the first selection group criteria above and is not eligible for any FSEOG awards in the award year. However, if funds remain after the first selection group has been paid; the student may be eligible for FSEOG under the second selection group criteria.

Establishing Categories of Students

The University specifies categories of students to ensure students in each category have an opportunity to be award-ed FSEOG funds. Categories may be based on class standing, enrollment status, program, date of application, or a combination of factors. The University's written selection procedures ensure that FSEOG recipients are selected based on the lowest EFC and Pell Grant priority requirements over the entire award year. As students are awarded for the federal award year daily, FSEOG funds are reserved for use throughout the award year (on the basis of the University's experience from previous periods), and selection practices are applied in a manner that assures a reasonable consistency over the entire award year. Each year the University reviews prior award year data to determine the appropriate award amounts and allocations to ensure reasonable availability of funds throughout the award year.

Annual Award Amounts

The annual award for each student may be up to $500, depending on availability and student eligibility. The mini-mum FSEOG amount is $100. The award amount is disbursed equally in two payment periods within the academic year. However, if the student is an advancing student finishing out a prior academic year or a student who is in a remaining period of study that is not a full academic year where the remainder of the program or academic year is equal to or less than half of an academic year, the FSEOG payment may be made in one disbursement.

FSEOG is not prorated for graduating students with less than a full academic year remaining or for programs that are less than a full academic year.

Crossover Periods

Crossover periods are payment, award, or loan periods that overlap two award years. If a student is receiving a Pell Grant during a payment period that occurs in two award years and the student is among those with the lowest EFC, the student satisfies the FSEOG first selection group requirements for the same crossover period regardless of which award year the Pell Grant funds are attributed. A student can also receive FSEOG funds under the first selection group requirements during a crossover payment period, from either award year allocation, as long as the stu-dent also receives a Pell Grant in the award year to which the crossover payment period is attributed.

If the second payment period of an academic year starts before July 1 and the University awarded FSEOG using the first award year's allocation, the University will disburse those funds up until the September Federal Register dead-line as long as the student is eligible for those funds.

If the second payment period of an academic year starts after July 1, the University awards the second FSEOG disbursement using the subsequent award year's funds if the student meets the eligibility criteria in the subsequent award year. This includes being eligible to receive federal Pell Grant funding during the same award year in which the campus-based funding is disbursed. However, the University uses the original award year's Cost of Attendance (COA) and EFC in calculating the student's financial need and eligibility for aid from the campus based programs.

Nonfederal Share Requirement for FSEOG

The University meets its nonfederal match of 25% using the aggregate matching method. The University's resources used to reach the nonfederal match may include institutional scholarships and grants; waivers of tuition or fees; the nonfederal portion of state scholarships and grants; and funds from foundations or other charitable organizations.

The University's own resources used to fund FSEOG must be dis-

bursed before or at the time the federal dollars are disbursed. However, outside resources can be used to match federal dollars even if the funds are received at a later date, as long as the University has written information about the funds being award to a student. This written information will be kept on file at the University.

FSEOG Carry-Forward and Carry-Back

The University may spend up to 10% of its current award year FSEOG allocation in the following award year. Carry-forward funds are spent before the current year allocation. The University may also spend up to 10% of its current year FSEOG allocation of expenses incurred in the prior award year.

Carry-forward and carry-back funds are matched in the award year they are spent. Information for both carry-forward and carry-back transactions are reported on the Fiscal Operations Report and Application to Participate (FISAP).

Recalculating Campus- Based Funds

Any time a student at the University begins attendance in at least one course but does not begin attendance in all courses scheduled, the University checks to see if it is necessary to recalculate the student's eligibility for campus-based funds. This recalculation is based on the revised enrollment status and cost of attendance. The University does not include any costs associated with classes the student failed to begin in the COA.

If the student withdraws from the University, this recalculation is performed prior to the completion of the Return of Title IV Funds calculation. The recalculated amounts of campus based funds is used in the Return calculation.

Administrative Cost Allowance (ACA)

The amount of ACA the University may claim is determined by its expenditures for the FSEOG program.

- FSEOG disbursements to students - both the 75% federal share and the 25% nonfederal share
- If the University chooses to provide more than a 25% institutional share to FSEOG recipients, it does not include an FSEOG institutional share in excess of 25% in the calculation of the ACA.

ACA is calculated as follows:

5% of the first $2,750,000 of the University's expenditures to students under FSEOG Program

+

4% of expenditures to students greater than $2,750,000 but less than $5,500,000 under the FSEOG Program

+

3% of expenditures to students greater than $5,500,000 under the FSEOG Program

The University may use the ACA to assist in the costs of administering the campus-based and federal Pell Grant pro-grams such as salaries, furniture, supplies, travel and equipment. The ACA may also be used to pay service fees charged by banks for maintaining campus-based programs accounts, and expenses related to student consumer in-formation requirements. If the University were to claim the ACA, it would come from the FSEOG allocation received. However, the University currently does not claim any ACA from the FSEOG program.

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The University uses the same COA when awarding Pell and Direct Loans unless the student is a Pell or Iraq Afghanistan Service Grant (IASG) only student. If the student is only receiving Pell or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- Books and Supplies (Electronic Course Materials and Books - rEsource Fees)
- rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
- Room and Board (housing and food)
- Transportation
- Miscellaneous (personal care expenses)
- Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition
- Electronic Course Materials and Books (rEsource Fees)

Tuition

The tuition component for the COA is a per credit average based on credential level and college. The University documents how tuition averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Professional Judgment and Overaward & Overpayments Policies for further information.) If a student's period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

Books and Supplies (Electronic Course Materials and Books)

The books and supplies component is calculated using a standard rEsource fee based on the credential for each en-rolled course, for the period of enrollment.

Living Expense

The living expense component is a per month allowance calculated using data provided in the most recent Con-sumer Expenditure Survey. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing).

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Pol-icy for further information)

- Nine months for associate's degree-seeking students (9 week course delivery);
- Ten months for associate's degree-seeking students (5 week course delivery)
- Ten months for bachelor's degree-seeking students; and
- Twelve months for graduate students.
- Certificate seeking students:
  - College of Education
    - Graduate certificate - 12 months
  - College of Health Sciences and Nursing
    - Undergrad certificate-10 months
    - Graduate certificate-11 months
  - College of Humanities and Sciences
    - Undergrad certificate-9 months
    - Graduate certificate - 6 months
  - College of Information Systems and Technology
    - Undergrad certificate-8 months
    - Graduate certificate-9 months
- School of Business
  - Undergrad certificate-8 months
  - Graduate certificate-9 months

Programs Less than an Academic Year and Remaining Periods of Study Less than an Academic Year (End of Program)

The COA for programs less than an academic year and the COA for end of programs (EOPs) is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense to determine the living expense component of the student's COA. The COA for an EOP will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Incarcerated Students

The COA for incarcerated students is limited to tuition, course material fees, and books and supplies, if required in the program of study. (Refer to the Student/Parent Eligibility Policy for further information)

Tribal Budget

The University prepares a separate tribal budget for students who receive tribal funding. The tribal budget consists of actual tuition rates for the tuition component and may include a child/dependent care average component obtained from the National Association of Childcare Resource and Referral Agency (NACCRRA). The University averages each childcare type for weekly and hourly cost for each state. Documentation is available for review, upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Direct Loan Policy

Overview

The Direct Loan Policy addresses the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive.

Policy

Application Process

To obtain a Direct Loan (DL), a student must complete and submit a current award year Free Application for Federal Student Aid (FAFSA). Additional forms, such as the University Financial Aid Application, Direct Loan Master Promissory Note (MPN), and/or Direct Loan Entrance Counseling (if first time borrower) may also be needed.

Once completed documents are received, the University determines the student's eligibility for the DL program and awards accordingly. The University will send out a notification of the proposed loan package via an award letter including the proposed loan type(s) and amount(s). Once the award is made, the University transmits the loan origination and disbursement record to the Department of Education (ED). ED will provide an origination acknowledgement confirming the student has a completed MPN and is eligible for the DL program funds awarded. Prior to the anticipated disbursement date, the student's eligibility for the DL program funds is reconfirmed and loan funds are drawn-down from ED and disbursed to the student by application to the student account with the University.

MPN Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Request may be made for an increase or decrease to the loan amount. However, if the amount(s) of Direct and/or Federal Direct PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the date of disbursement will be honored as a partial cancellation based on title IV funds that are currently unapplied. The University notifies the student/parent in

writing of the outcome of his or her request regardless of when the cancellation request is received.

Loan Period

The minimum period of enrollment the University may originate a Direct Loan is the lesser of the following:

- The length of the student's program
- The student's academic year (Refer to the Academic Year Definition Policy for specific requirements)
- The remaining portion of the student's program (if the program is shorter than an academic year

The maximum period the University may originate a DL is

- generally, the student's academic year (Refer to the Academic Year Definition Policy for specific requirements); or
- for a defaulted borrower who has regained eligibility, the academic year the borrower re-gained eligibility.

Note: For information on loan periods for students who transfer from another school, complete a program and advance to another program at the University, or change programs at the University, refer to the Transfer Policy and Program Changes Policies

Annual Loan Limits for Subsidized and Unsubsidized Loans

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
(1) Freshman	$5,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$9,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$20,500
(2) Sophomore	$6,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	$10,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	
(3 & 4) Junior and Senior (5) Fifth year undergraduate	$7,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	$12,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	
A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Direct Unsubsidized Loan amounts. Student dependency status will be determined based on answers to questions on the Free Application for Federal Student Aid (FAFSA)			

Students may attend another school(s) while attending the University and receive Direct/PLUS loans at both schools for the same period of enrollment. If this occurs, the University resolves any possible annual loan limit overaward by reducing or cancelling loan disbursements to ensure students do not exceed annual loan limit amounts.

Aggregate Loan Limits for Subsidized and Unsubsidized Loans

When reviewing NSLDS, the University uses the **Aggregate Outstanding Principal Balance (Agg. OPB)** shown in NSLDS for each of the student's outstanding federal loans. If the student has one or more consolidation loans, which may include Subsidized and Unsubsidized federal loans, NSLDS will show separate totals for

each. The University is not responsible for reviewing "unallocated" loans if they are present in NSLDS.

The following represents the maximum outstanding total subsidized and unsubsidized loan debt:

	Subsidized	Total (subsidized & unsubsidized)
Dependent Undergraduate Students (excluding those whose parents cannot borrow PLUS)	$23,000	$31,000
Independent Undergraduate students & Dependent Undergraduate Students whose parents cannot borrow PLUS	$23,000	$57,500
Graduate & Professional Students	$65,500	$138,500

If a student at the University has received federal loans at other schools, the University reviews the student's financial Aid history on the Institutional Student Information Record (ISIR) to ensure the student has remaining eligibility under the aggregate loan limits If a student exceeds the aggregate loan limits, the student may not receive additional direct loans until the student (1) repays in full the excess loan amount; or (2) makes arrangements, satisfactory to the holder of the loan, to repay the excess loan amount

150% Direct Subsidized Loan Limit

Borrowers who have no outstanding balance on a Direct Loan or a Federal Family Education Loan (FFEL) on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013 will have Direct Subsidized Loan eligibility limited to a period not to exceed 150 percent of the length of the borrower's educational program. In addition, under certain conditions, these first-time borrowers who have exceeded the 150 percent limit may lose the interest subsidy on their Direct Subsidized Loans. ED will monitor this subsidized usage and notify borrowers through dis-closure statements provided to the borrowers.

Additional Unsubsidized Eligibility

Independent undergraduate, graduate or professional students may borrow additional unsubsidized annual loan amounts.

Dependent undergraduate students, whose parents are unable to borrow PLUS loans due to adverse credit or other documented exceptional circumstances, may borrow additional unsubsidized annual loan amounts. Exceptional circumstances include, but are not limited to, circumstances in which the student's parent receives only public assistance or disability benefits, is incarcerated, has an adverse credit history, or the parent's whereabouts are un-known. A parent's refusal to borrow a Federal PLUS Loan or Direct PLUS Loan does not constitute exceptional circumstances.

Dependent undergraduate students, whose parents have ended financial support and refuse to file the FAFSA, may be eligible for unsubsidized loans. In these scenarios, the University verifies that the parents have ended financial support and refuse to file the FAFSA based upon documentation submitted by the dependent student. These stu-dents must complete and submit a FAFSA that

includes all the required student information. They are eligible to receive only an unsubsidized loan and not any other federal financial aid assistance. The maximum annual unsubsidized loan amount they may receive is the "base" annual loan limit for the student's grade level plus the additional $2,000 unsubsidized amount.

Loan Origination Date

The date of a loan origination is the date the University creates the electronic loan origination record. The University will not originate a direct loan for a loan period in which the student is no longer enrolled at least half-time, even if the student is otherwise still enrolled at the University. Any funds originated after the student's loan period end date are not kept by the University.

Annual Loan Limit Progression

The student's academic year is used as the basis for the annual loan limits To advance to the next grade level and for annual loan limit purposes, the student must successfully complete and earn the weeks and credit hours in the academic year. Students in nonterm programs can never progress to the next grade level in the middle of an academic year. (Refer to the Academic Year Definition Policy for specific requirements)

If the University accepts transfer credits for a student transferring from another school into a program at the University that is greater than one academic year in length, the University uses the loan limits associated with the grade level based on the credits accepted

Prorating Annual Loan Limits

The University is required to prorate Federal DL eligibility in the following scenarios:

• The program is less than one academic year in length (see Academic Year Policy for more in-formation)

• The undergraduate program is more than one academic year in length but a student's remaining period of enrollment in this undergraduate program is less than an academic year in length based on required credits

Program is less than an academic year in length

Students enrolled in programs less than an academic year in length will have their DL eligibility amounts prorated. The annual loan limit for these programs is based on the lesser of -

$$\frac{\text{Credit hours enrolled in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

OR

$$\frac{\text{Weeks enrolled in the program}}{\text{Weeks in the academic year}} \text{ X Annual loan limit}$$

Program is more than an academic year in length but remaining period of enrollment is less than an academic year in length in required credits.

Students enrolled in undergraduate programs with a remaining period of enrollment less than an academic year, as measured in credit hours, will have their DL eligibility amounts prorated based

on

$$\frac{\text{Credit hours remaining in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

Example: An independent, second year student is enrolled in the AAB program. He has a remaining period of enrollment consisting of 12 credit hours. A full academic year at the University is defined as 24 credit hours.

Direct Loan Calculations to Determine Eligibility for Remaining Period of Enrollment

Maximum Subsidized eligibility for remaining period of enrollment	(12/24) X $4, 500 = $2,250
Maximum Unsubsidized eligibility for remaining period of enrollment	(12/24) X $6,000 = $3,000

In the proration scenario described above, standard rounding rules apply.

Note: the proration formulas determine the maximum loan amount a student may borrow for a remaining period of enrollment, not the loan amount the student may actually receive. In some cases, the actual loan amount the stu-dent is eligible to receive may be less than the prorated loan limit (based on costs, EFC, other aid, aggregate borrower, etc.)

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post withdrawal disbursements from the University. The University may only disburse federal financial aid funds to eligible students.

Policy

Standard Disbursement

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the stu-dent is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

If the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure at least one-half the credit hours and one-half the weeks of instructional time in the AY are completed. Occasionally, when a student's file is reevaluated, the second payment period may consist of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the second disbursement of the remaining period is made once the student successfully completes one-half of the weeks of instructional time AND earns one-half the credits in the remaining period. If the remaining period is equal to or less than one-half an AY, the second disbursement of the remaining period may not be disbursed until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining payment period.

If the University is unable to determine when a student has successfully completed one-half the credit hours in the remaining period of study, the second payment period will begin on the latter of the date the student successfully completes 1) one-half of the coursework in the remaining period; or 2) one-half the weeks of instructional time in the remaining period. If the remaining period consists of only three credit hours and five weeks of instructional time, the second disbursement will be made once the student successfully completes 3 weeks of instructional time.

The University will disburse Direct Loan proceeds in substantially equal installments, and no installment will exceed one-half of the loan amount.

First-time, first-year undergraduate borrowers will not have the first installment of Direct Loan proceeds disbursed until 30 calendar days after the program of study AY begins. The University will schedule disbursements according to procedures.

Before disbursing federal financial aid funds, the University determines and documents the student's eligibility to receive federal financial aid funds.

The University disburses federal financial aid funds by crediting the student's account no later than three business days after receiving the funds. Funds in excess of allowable charges are paid directly to the student, or parent as applicable. (Refer to the *Federal Financial Aid Credit Balance Policy* for additional information.)

Right to Cancel

Before the University disburses federal financial aid funds, the University will notify the student of the amount of funds that the student (or parents in the case of PLUS loans) can expect to receive under each federal financial aid program and how and when those funds will be disbursed.

The University will notify the student (or parent) of the amount of the federal aid disbursement, the student's (or parent's) right to cancel all or a portion of the loan, or loan disbursement and have the proceeds returned to the holder of the loan. The notice will also include the procedures and time by which the student (or parent) must notify the University that he/she wishes to cancel the loan, or loan disbursement. This notice will be sent to the student/parent no earlier than 30 days before and no later than seven days after crediting the student's account at the University.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Direct Loans, is no longer enrolled at least half time; or
- For Federal Grants, the student is no longer enrolled at the University for the award year

If a student completes a payment period or period of enrollment, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The following conditions must be met prior to the date the student (or parent) became ineligible for a late disbursement.

	Program	
Pell Grant/IASG		No additional requirements
FSEOG	For all programs, the Department processed a SAR/ISIR with an official EFC.	Student is awarded a grant
Direct Loans		A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Pell Grant/IASG	For all Title IV programs, the University received a valid SAR/ISIR by the date established by ED.
FSEOG	No additional limitations
Direct Loans	1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the peri-od for which the loan was intended.

Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for current allowable charges. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

The University will make a late disbursement to the student no later than 180 days after the date of the University's determination the student withdrew, or for a student who did not withdraw, 180 days after the date the student be-came ineligible.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student's obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student's authorization to receive the loan must be submitted via the late disbursement letter or via a signed statement submitted to the University titled "Late Disbursement Notification."

The student has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan funds are canceled. The University will make the late disbursement to the student no later than 180 days after the date of the University's determination that the student withdrew or became ineligible. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the

University offers the funds to the student in writing and does not disburse the direct loan funds directly to the stu-dent until the student's authorization is received.

Late Disbursement - After 180 Days

The University will make a late disbursement of federal financial aid funds within 180 days of the date the student became ineligible. No disbursement of these funds is made after the 180-day time-frame.

Post Withdrawal Disbursement

Withdrawn students lose federal financial aid eligibility and cannot be paid additional federal financial aid funds for the payment period and/or AY. However, as a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date.

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period
- Disbursements of Federal Pell, or IASG funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University may credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG) without the student's permission, for outstanding current (educationally related) charges. The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See the Federal Financial Aid Credit Balance Policy for the definition of outstanding charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- "The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information in reference to the borrower's obligation to repay Direct Loan funds, if disbursed.
- A request for authorization to credit Direct Loan funds to the student's account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to extend this timeline. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
  - If the University declines to honor a late response accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
  - If the University chooses to honor a late response, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the response electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, or fax.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late response, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late response accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs The University will pay the excess federal financial aid funds directly to the student or par-

ent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance.

Attribution of Funds

The University will consider to have disbursed federal financial aid grants before direct loans to the student's ac-count in the following order regardless of when the funds are credited:

- Pell Grant
- Iraq and Afghanistan Service Grant (IASG)
- FSEOG
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Graduate/Professional PLUS Loan
- Parent PLUS Loan

Note - Federal regulations require direct loan funds applied to a student's account, to be applied to current charges first.

Application of Funds

The University applies funds received from a federal financial aid disbursement in the following order:

- Invoiced and unpaid allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges)for the current payment period or prior payment period of the loan period;
- Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed $200

Timeline to Issue a Federal Financial Aid Credit Balance

If there is a federal financial aid credit balance, the University will issue those funds to the student, or parent as applicable, within 14 days of the date funds are disbursed (applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher

All Title IV eligible students with a federal financial aid credit balance who meet the criteria for funds that could have been disbursed 10 days prior to the beginning of the payment period will be notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University to purchase books and supplies. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

Return of Title IV

The University will hold a federal financial aid credit balance until completion of the Return of Title IV (R2T4) process. (Refer to the *Return of Title IV Policy* for additional information.) Once the R2T4 calculation is completed, if there is any federal financial aid credit balance remaining, the University allocates the credit balance as follows:

- First, to repay any grant overpayment owed by the student as a result of his/her withdrawal

- Within 14 days of the date the R2T4 calculation is performed, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
  - Pay authorized charges at the University; or
  - Pay the student directly (or parent for a Direct PLUS loan)

Refer to the Return of Title IV Policy for additional information.

Returning Unclaimed Federal Financial Aid Credit Balances

Federal financial aid funds may not escheat to a state or any other third party. The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, the University returns the funds to the applicable federal financial aid programs no later than 45 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant-IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants and IASG to eligible students.

Policy

The University calculates the annual award for students in non-term credit-hour pro-grams using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment sched-ule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Calculating Payment Amounts

The award for each payment period may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours in the payment period over the credit hours in an academic year

  or

- Weeks of instructional time in the payment period over the weeks in the academic year.

The scheduled Pell/IASG award is calculated using the lesser per-centage multiplied by the scheduled award.

Crossover Payment Periods

When a payment period falls into two award years -it begins before July 1 and ends on or after July 1 - it is referred to as a "crossover payment period." If a student is en-rolled in a crossover payment period, the entire payment period must be considered to occur within one FAFSA award year. The University determines for each Pell/IASG grant recipient the award year in which the payment period is placed. Students are awarded from the oldest and active aid year first.

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse

50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Students Declining Pell Grant Funds

Students who decide to decline all or a part of a Pell grant disbursement must deliver to the University a signed, written statement clearly indicating they are declining the Pell grant funds for which they are eligible. Furthermore, they must understand those funds may not be available once the FAFSA award year is over. If the University receives a statement indicating such from the student, it will submit any adjustment records for the student to the Common Origination and Disbursement (COD) System. Any University account balance(s) resulting from the return of Pell Grant funding is the responsibility of the student.

Students Returning Pell Grant Funds

Students have the option of returning all or a portion of Pell grant funds they were eligible to receive, as long as this return is taken during the SAME award year. If they choose to do so, they must deliver to the University a signed statement clearly indicating they are returning the Pell grant funds they are eligible for. Furthermore, they understand those funds may not be available once the award year is over. Students must return the funds directly to the University, and the University will return those funds to the Pell

grant account. After doing so, the University must submit the required adjustment records for the students to the COD System. Any University account balance(s) resulting from the return of Pell/IASG Grant funds is the responsibility of the student.

The University does not accept any Pell/IASG grant funds from prior FAFSA award years.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will then contact Federal Student Aid's COD School Relations Center at 800-474-7268. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed.

On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student's Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.

Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. These students are notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher. (Refer to the *Federal Financial Aid Credit Balance Policy* for further information)

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the re-calculation, the student received more Pell/IASG award that the student was eligible for, an overpayment exists. Refer to the Over-awards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. re-solves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Financial Aid Counseling Policy

Overview

The Financial Aid Counseling Policy addresses the requirements of the University ensuring initial entrance counseling is completed and students are notified of the requirement to complete exit counseling for each Direct, Graduate/Professional PLUS and Perkins loan borrower.

Policy

Entrance Loan Counseling

Entrance loan counseling, for Direct and Graduate/Professional PLUS loan borrowers, provides comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan.

The University ensures entrance loan counseling is completed for each first-time borrower. Students can submit proof of prior completion or can complete it on iGrad or StudentLoans.gov. The disbursement process prevents a student from receiving funding without completing entrance counseling. The counseling session includes completion of an interactive program that tests the borrower's understanding of the terms and conditions of the loans.

The University ensures an individual with expertise in federal financial aid is reasonably available to answer the borrower's questions regarding those programs.

Online counseling for Direct and Graduate/Professional PLUS borrowers generally provides the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Other terms and conditions
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods (if first disbursement was between 7/1/2012 and 6/30/2014), and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt

Entrance loan counseling for Grad PLUS borrowers also includes information about options to pay interest on a PLUS Loan while the borrower is in school.

The University maintains documentation substantiating the completion of entrance loan counseling for each student borrower.

PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.

Exit Loan Counseling

Federal financial aid recipient students within 2 to 7 credits of completing their pro-gram at the University will receive an electronic notification about the requirement to complete exit loan counseling. In addition, within 30 days of a student's last date of attendance, the University sends a letter with a link to complete NSLDS counseling and the required exit counseling materials. An eLetter is also sent to direct students to NSLDS.

If the student is a Direct Loan borrower at the University and withdraws prior to completing his/her program of study, the University mails exit loan counseling material to the borrower at the last known address and send an email directing the student to the NSLDS website where exit counseling may be completed. The material is sent within 30 days of the University learning the borrower has withdrawn. The University documents the student's file with the date the materials were sent.

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

The University ensures those affected by war, military operations or national emergencies are not disadvantaged because of their status.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect more accurately the financial condition of an affected individual and family The University has the option of using the applicant's original EFC or the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment

procedures established by the Secretary as discussed in the following section

Professional Judgment

To more accurately reflect financial need, the University uses professional judgment on a case-by- case basis for affected individuals The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications (e g , an individual's income increased as a result of serving on active duty)

The University clearly documents the reasons for any adjustment and the facts supporting the decision In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the Univresity accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND

- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed If the University receives the tax information, it will verify the income information of the tax filer(s)

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student With-draws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Re-fer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or

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- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Stu-dent Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the Federal Student Aid (FAFSA), Student Aid Report (SAR) or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual in this category

Leave of Absence Policy

Overview

The Leave of Absence (LOA) Policy addresses the temporary interruption in a stu-dent's program of study, when the student is not in attendance at the University. The LOA Policy is applicable to all students enrolled in certificate and degree programs at the University. If a student is not actively enrolled in a program, the student is not eligible to apply for an LOA. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for federal financial aid recipients.

Policy

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

A LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must fol-low the University's LOA Policy when re-questing a LOA, by providing (on or before the start date of the LOA) a written, signed, and dated request, including the reason for the LOA, to the finance advisor. All re-quests will be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the cam-pus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reason-able amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered unofficially withdrawn and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is unofficially withdrawn and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when deter-mining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class be-cause of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the stu-dent returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e. course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates re-quested by the student and may adjust those dates based on ARAs, class schedules, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to the finance advisor. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally schedule break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements during an LOA

The University may disburse Pell, IASG, and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must en-sure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the affect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's financial aid package.

Policy

An overaward occurs when a student's financial aid package exceeds financial need or when the total of all awards exceeds the cost of attendance (COA). Over-awards are usually the result of the student receiving financial assistance the University was not aware of when the student was packaged and/or awarded. The overaward becomes an overpayment if the University cannot correct the issue be-fore funds are disbursed to the student.

Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded If the University awards a Pell Grant to an ineligible student, that award becomes an overaward and must be resolved

If the University makes a Pell Grant overpayment for which it is not liable and the student is still enrolled, the University will return the funds on behalf of the student The student's financial aid is repackaged according to eligibility, and the student owes the University, rather than the Department of Education, any Pell grant funds he or she was ineligible to receive

If the student withdraws from the University and the Return to Title IV calculation results in a Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds need or COA, but the IASG by itself does not exceed the stu-dent's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the stu-dent's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or
- grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

Direct Loans

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) estimated financial assistance (EFA) for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either -

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not al-ready done; or
- Reducing or returning one or more disbursements to eliminate the over-award.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this over-award.

Financial Aid Assistance Exceeds Cost of Attendance

The University first attempts to eliminate an overaward by replac-ing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University reduces or cancels any future federal financial aid loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If a return of funds is necessary to eliminate the overaward, funds are returned in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan

If the student becomes ineligible for only part of a Direct Loan or PLUS loan, the University will reduce the loan to eliminate the amount the student is ineligible for. If the student has no loans or if the student's financial assistance still exceeds the student's finan-cial need or COA, the University will proceed to reduce institu-tional grant and/or scholarship aid.

Reminder - The University will adjust the financial aid package to prevent an overaward of campus-based funds.

Conflicting Information and Other Assistance

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive financial assistance it was unaware of for a student. If the financial assis-tance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period of enrollment just completed.

Packaging Policy

Overview

The Packaging Philosophy Policy addresses the University's calcu-lation of student awards based on costs, period of enrollment, and statutory award maximums.

Policy

Prior to determining a student's eligibility for federal financial aid, the University con-firms a valid output document - Institution Stu-dent Information Record (ISIR) - is on file.

The University uses the "Ladder" packaging methodology allow-ing all applicants to be treated in the same manner when awarding funds. The University packages up to the cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Determining Need

The University subtracts the EFC, the Federal Pell Grant and other non-federal financial aid re-sources from the COA to determine remaining need.

Example:

$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 1,400	Scholarship
$7,000	Remaining Need

The order in which financial aid is considered and awarded is as follows:

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant or, alternatively, Iraq and Afghanistan Ser-vicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

Zero EFC Treatment for Children of Soldiers

An otherwise-Pell eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after Sep-tember 11, 2001, may receive increased amounts of federal financial aid if (1) the student was less than 24 years of age when the parent or guardian died; or (2) enrolled at an institution of higher educa-tion at the time of the parent or guardian's death.

The University uses an EFC of zero to package all federal financial aid if the student meeting the previously stated criteria has a Pell-eligible EFC. The zero EFC is only used for packaging purposes. The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treat-ment. This is based on a match with the U.S. Department of Defense file of eligible dependents.

Other Resources

Other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments

- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Grants and Scholarships

Grants and scholarships awarded:
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Scholarships
- State Grants
- Need-Based Institutional Grants

Determining Remaining Need

Self-help aid is awarded to meet remaining need as follows:
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Parent PLUS Loan
- Federal Direct Graduate/Professional PLUS Loan

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct unsubsidized loan amounts they are eligible for, are notified of their maximum unsubsidized loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Estimated Financial Assistance

The University considers need-based aid as well as non-need-based aid as estimated financial assistance (EFA) when packaging financial aid for a student. EFA includes, but is not limited to, the following:
- Federal Pell Grant
- Campus-Based Aid
- State Grants
- Scholarships
- AmeriCorps *
- Fellowships or Assistantships
- Tuition Assistance
- Waivers/Discounts
- Direct Subsidized and Unsubsidized Loans
- Direct Parent and Graduate/Professional PLUS Loans
- Private Loans

Iraq and Afghanistan Service Grants are not considered EFA. Therefore, they are never included in determining if a student's financial assistance exceeds need or COA. Likewise, if a student's other financial assistance exceeds a student's need or cost of attendance, as applicable, the stu-dent's Iraq Afghanistan Service Grant should not be reduced in eliminating the excess. However, and Iraq and Afghanistan Service Grant may be reduced if it alone exceeds a student's COA.

If an IASG recipient becomes eligible for the Federal Pell Grant during the award year, the University will treat the Federal Pell Grant as EFA, and may need to adjust the student's financial aid package.

* The University does not count AmeriCorps benefits as EFA when determining eligibility for a subsidized direct loan; however, the University does include AmeriCorps benefits when determining eligibility for a direct unsubsidized loan.

*If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford

Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes.

Overlapping Academic Years

If a student begins a program at the University prior to the expiration of his/her previous pro-gram's academic year (AY), the University will award all federal financial aid based on the student's remaining eligibility. The federal funds received for the prior AY do not count as EFA when awarding funds for the new program. However, the overlapping AY's funding is based on the remaining loan and grant eligibility, accounting for what the student received in the pro-gram. (Refer to the Transfer Policy and Program Changes Policy for additional information)

Awarding State Grants

If a student is awarded state grant funds and an ISIR has a C-code(s) or is selected for verification, the University does not award the funds until the C-code(s) are resolved and/or verification requirements are met.

Conflicting Information and Other Resources

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive aid it was unaware of for a student. If the aid was received after the period of enrollment ended for a student who is still enrolled or is intending to re-enroll, the University will treat the aid as EFA for the period of enrollment just completed.

Private Loan Policy

Overview

The Private Loans Policy addresses the University's participation in the private loan program. Private loans are available to help students supplement, not supplant, federal financial aid eligibility.

Policy

The University recommends that private loans be considered only after all federal and state financial aid options have been exhausted. Private loans may be available for both students and parents who are not eligible for need-based financial aid or who want to supplement their federal and state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. For debt management purposes, we encourage applicants to first complete the federal financial aid application to determine eligibility for grants and direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Eligibility

Private lenders determine student and/or parent eligibility for private loans. These amounts are limited to the cost of education minus other aid.

Application and Awarding Process

Most private loans are certified by the university to avoid over awarding. Students who apply and receive a private loan on their own must report it to the University as estimated financial aid assistance.   The total amount of assistance received from all sources of funding, including scholar-ships, financial aid, tuition discounts and private loan programs cannot exceed the student's total cost of attendance (COA). Certain private loan products are limited to direct costs less other aid awarded.

Disbursement

Private loans are disbursed via electronic funds transfer directly to the student's tuition account in a single disbursement at either the beginning of the loan period or school certification, which-ever is later. Excess private loan funds are returned to the student upon their request, unless the loan is limited to direct educational costs.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. Students receiving only private loans are eligible for an LOA at the University. (Refer to the Leave of Absence policy for further information on LOA requirements)

Overawards

If the total amount of assistance received from all sources of funding, as indicated above, exceeds the total COA, the University will return funds to the lender based on funds available on the student's tuition account. This is determined by the Overawards Policy as follows: 1) Private Loan, 2) Parent and Graduate/Professional PLUS Loan 3) Direct Unsubsidized Loan 4) Direct Subsidized Loan.

Refunds

If the student is out of attendance greater than 14 consecutive days and no LOA is approved, any excess funds remaining after the Return of Title IV (R2T4) Calculation and/or institutional refund policies are calculated will be returned to the private loan lender.

Self-Certification Form

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of the form. If an enrolled or admitted student requests a self-certification form, the University will provide the written or electronic form the self-certification form developed by the Secretary. The University will continue processing federal financial aid funds and certifying loans in accordance with federal regulations.

Professional Judgement Policy

Overview

The Professional Judgment Policy addresses the University's treatment of a student, on a case-by-case basis, when the student has special circumstances that are not sufficiently addressed by a standard approach. Special circumstances include conditions that differentiate an individual stu-dent from a whole population of students and those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

Policy

The University uses professional judgment on a case-by-case basis. The reason is documented in the student's file as it relates to the student's special circumstances. The University does not ac-cept adjustments made for a student by another school, but reviews the student's circumstances and, if appropriate, documents the professional judgment decision made on the student's behalf. The University's decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education. (For additional information, refer to the Student Parent Eligibility Policy. Refer to the HEREOS Act Policy for information on individuals affected by war, military operations or national emergencies)

Special Circumstances

The purpose of professional judgment adjustments is to allow

schools the ability to accommodate special circumstances; the U.S. Department of Education does not provide detailed information on when the University may make adjustments. Examples include the following:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- unusually high child care costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member, or
- other changes in the family's income, assets or a student's status
- Number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

The University may use professional judgment to increase or decrease one or more of the data elements used to calculate the Expected Family Contribution (EFC). The University may also use professional judgment to adjust the student's cost of attendance (COA). Inconsistent or conflicting information shown on the output document will be resolved before making any adjustments. Use of professional judgment is neither limited to nor required in the situations mentioned above.

The University will **not**

- Modify either the formula or the tables used in the EFC calculation, but may only change values of specific data elements used in the EFC calculation;
- Use professional judgment to waive general student eligibility requirements or to bypass the intent of the law or regulations. For instance, the University will not use professional judgment to change Federal Supplemental Education Opportunity Grant (FSEOG) selection criteria.
- Include post-enrollment activity expenses in the students Cost of Attendance. For example, professional licensing exam fees are not allowable costs.

The University will use fairness during the decision making process and will not adjust data elements used to calculate the student's EFC, recurring costs such as vacation expenses, tithing expenses and standard living expenses related to utilities, credit card expenses, and children's allowances. In reviewing unusual expenses, the University reviews the income protection allowance (IPA) to determine if the expense is already included in the EFC calculation. Students should contact their Finance Advisor for further information.

Program Changes Policy

Overview

The Program Changes policy details the University's treatment and determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Program Changes

Federal regulations require the University to re-evaluate the academic year, loan period and payment periods for a student who

has changed programs while attending the University. A student who changes programs will be required to begin a new academic year (AY), loan period (LP) and payment periods. Academic years for students who change programs at the University will be established based on the credit hours remaining in the student's new program. Federal aid funds awarded will be based on the student's remaining eligibility.

When a student has changed his/her program, the University will perform a Return of Title IV (R2T4) calculation for the applicable payment period of the program the student is transferring out of and update the program's AY/LP/payment periods accordingly. (Please refer to the Return to Title IV Policy for additional information)

Once the Return to Title IV (R2T4) calculation has been completed and all required federal aid funds returned as required, the University will award the student for the new program based on a new AY/LP/payment periods as follows:

Federal Pell Grant Award

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student's annual scheduled Federal Pell Grant award already used.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed in prior program}}{\text{Scheduled award in prior program}} = \text{\% of Scheduled Award used}$$

The University then determines the maximum percentage of the scheduled Federal Pell Grant Award the student may receive in the new program by using the following formula:

100 Percent of Scheduled Award

- Percentage of Scheduled Award used

= Maximum Percentage of Scheduled Pell Award student may receive

When calculating the student's Federal Pell Grant award, the University will also en-sure the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant Example: A student transfers from the AAB program to the BSBA program at the University.

Pell Data from the prior program at the University

Scheduled Pell award	$4,000

Pell Data from the prior program at the University

Pell award kept as a result of the R2T4 calculation	$1,500

The University must now determine the student's remaining Pell eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations by the University

Scheduled Pell award	$4,000
Percentage of Pell award already used in the prior program (Pell award disbursed/ Scheduled Pell award)	$1,500/$4,000 = 37.5%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 37.5% = 62.5%
Student's remaining Federal Pell Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 62.5% = $2,500

The student's remaining Federal Pell Grant eligibility is $2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

Pell Disbursement in the new program at the University

First payment period	$2,000
Second payment period	$500

This Pell example does not account for a student who is eligible for 150% of his/her scheduled Pell award for an award year. The assumption is being made that the payment periods in the new program fall into the same award year as the previous program.

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP and will be limited to the student's remaining annual loan eligibility if the new program is at least an academic year in length or the remaining coursework represents at least one academic year or more than an academic year in length. If the new program is less than an academic year in length or the remaining coursework represents less than an academic year in length, the student's annual loan limit eligibility is the lesser of the remaining annual loan eligibility or the prorated loan eligibility based on credit hours to be

completed in the new program.

Federal Direct Loan Example: A student transfers from the AAB program to the BSBA program at the University. In the BSBA program, the student is a third-year independent undergraduate student with a maximum annual Subsidized Loan eligibility of $5,500 and Unsubsidized Loan eligibility of $7,000

Direct Loan Data from the Prior Program at the University

Subsidized Loan disbursed	$1,688
Unsubsidized Loan disbursed	$2,250

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping academic year in the BSBA program.

Direct Loan Calculations to Determine Remaining Eligibility for New Loan Period in New Program

Remaining Subsidized Loan Eligibility for New Programs LP (Annual Subsidized Loan Limit - Subsidized Loan funds already disbursed)	$5,500 - $1,688 = $3,812
Remaining Unsubsidized Loan Eligibility for New Programs LP (Annual Unsubsidized Loan limit -Unsubsidized Loan funds already disbursed)	$7,000 - $2,250 = $4,750

These remaining loan fund amounts will be disbursed based on the payment periods in the new program's loan period at the University. (Refer to the Disbursements Policy for additional information)

Program Change Effective Date

The program change effective date will be the start date of the first course the student will attend in the new program. This is also known as the program begin date.

Program Version Changes

A student enrolled at the University who changes versions of a program is not a student who is changing programs for federal financial aid purposes. Therefore, the University will not reevaluate payment periods for students changing versions of the same program at the University.

Re-Entry Policy

Overview

The Re-entry Policy addresses how the University will treat students when they withdraw from the University and re-enter the same program within 180 days, or withdraw from the University and re-enter after 180 days or into a different program of study. The 180 day break is determined by counting the days between the student's official last date of attendance (OLDA) and the course start date when the student returns. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Re-entry within 180 days

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn.

The cost of attendance (COA) for a student who re-enters within 180 days will reflect the original educational costs associated with the payment period from which the student withdrew.

The student is immediately eligible to receive all federal financial aid funds returned when the student withdrew. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions
- Disburse federal financial aid the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Cancel any overpayments assessed to the student as a result of the prior withdrawal that were disbursed on re-entry

The student becomes eligible for subsequent federal financial aid payments when the payment period for which he/she was paid is completed.

If the date of a student's return is outside the period for which the loan was originated, the University will extend the original loan period (LP) and originate a new loan. Additionally, if the scheduled date for a second disbursement is outside the period the loan was originated, the University will extend the LP and the date(s) for the second and any subsequent disbursement.

If a student returns to the University within 180 days and before federal financial aid funds are returned due to an R2T4 calculation, the University will not return the funds.

If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

Re-entry Within 180 days and in a New Federal Award Year

If a student re-enters the University within 180 days and was originally enrolled in a payment period that began and was scheduled to end in one federal award year, but returns after the end of that federal award year, the University will disburse any remaining Pell funds using the original federal award year. The University will follow this process as long as the original federal award year is still open. If the original federal award year is closed and the student is due additional Pell funds from the closed federal award year, the University will request the Pell Grant funds through the Common Origination and Disbursement (COD) website.

If the student was originally awarded campus based funds and the funds are no longer available from the original federal award year, the University may award funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus based funds award a student may receive.

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal

award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry after 180 days Or Re-entry into a Different Program

When a student withdraws from the University and re-enters after 180 days have elapsed or re-enters into a different program of study at any time, the University will award the student based on a full academic year/loan period with new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program be-gins before the calendar end date of the previous program's AY, prior funds disbursed will be taken into consideration when packaging the student for the new program. (Refer to the Transfer Policy for additional information)

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal from the University

For students who officially, unofficially, or administratively withdraw from the University, refer to the University's academic Withdrawal Policy. The following is an exception to the withdrawal date and date of determination for federal financial aid purposes only.

Academic Related Activities that Occur During an Institutionally Scheduled Break or Course Extension Period

The University does not recognize any ARA that occurs during an institutionally scheduled break or during a course extension period as attendance for federal financial aid purposes only.

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break/extension period. This date will be used as the withdrawal date for Title IV purposes.

Date of Determination

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 - January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.

- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An *inadvertent overpayment* occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information). Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of *Percentage of Federal Financial Aid Earned* includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of

attendance in the payment period. This percentage is determined using the University's rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Calendar Days in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.

- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.

- Bachelor Program Online
  - Last date of attendance is 07/15/20XX
  - Payment Period is 06/07/20xx to 10/24/20xx

Course Schedule:

Course ID	Credits	# of Days in Course	Start Date	End Date	Instructor	Grade
Course #1	3.0	35	06/07/20XX	07/11/20XX	SMITH	W
Course #2	3.0	35	07/12/20XX	08/15/20XX	JONES	
Course #3	3.0	35	08/16/20XX	09/19/20XX	JOHN-SON	
Course #4	3.0	35	09/20/20XX	10/24/20XX	BROWN	

The total number of days the student is scheduled to complete (prior to the withdraw-al) is 140. However, because the student received a "W" in course #1, 35 calendar days will be added to the payment period for this unsuccessful course completion which occurred in a course prior to the course the student's last date of

attendance occurs within. Therefore, the new total number of days in the payment period is 175.

Rate of Progression Calculation

$$\frac{39 \text{ (Number of calendar days completed in the payment period)}}{175 \text{ (Total number of calendar days in the payment period)}}$$

The percentage of the payment period completed =22.28%

Days Completed	Total Days	Percentage of Payment Period Completed	Federal Financial Aid Disbursed For the Payment Period	Disbursed Financial Aid Earned*
39	175	22.28%	$12,500	$2,785

Estimate for illustrative purposes only.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Fed-eral Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the en-tire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's ac-count. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus, or as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins loans
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and stu-dent are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a stu-dent is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an indi-vidual borrower or stu-dent for whom a parent received a PLUS loan dies, the University suspends further awarding and disburse-ments. An original or certified copy of the death certificate or accu-rate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a dis-charge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of aca-demic attendance or attendance at an academically related activity determined from University attendance records. The date of deter-mination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calcula-tion. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the stu-dent in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid pro-grams. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the comple-tion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the stu-dent for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid pro-grams.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the Uni-versity indicating the student is deceased. Based on this informa-tion and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal finan-cial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible

student is meeting SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)(provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Maximum Timeframe

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure comple-

tion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary pro-gram of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades:
  - A, B, C, D, and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

Evaluation

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

Financial Aid Probation

Students who are granted an appeal will be placed on financial aid

probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits success-fully.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements.Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

Maximum Timeframe

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

Transfer Credits - Qualitative

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

Transfer Credits - Quantitative

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

Program Changes

Students who change programs at the University are re-evaluated to determine which credits apply to the new program. The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

Re Enters

If a student withdraws from the University and subsequently re-enters, whether within 180 days or after 180 days, the SAP status at the time of re-entry and for the first payment period upon re-entry will be the SAP status the student had for the most recently completed payment period prior to his/her withdrawal.

Repeat Courses

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

Concurrent Enrollment

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary pro-gram's GPA.

Student Parent Eligibility Policy

Overview

The Student Parent Eligibility Policy addresses student and parent eligibility requirements that must be met prior to awarding federal financial aid.

Policy

The University ensures all students meet all eligibility requirements prior to awarding federal financial aid.

Admission

Prior to a student receiving federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University.

High School Diploma or Equivalent

Students must be qualified to study at the postsecondary level. Refer to the University's catalog for required documents supporting high school completion or its equivalent. For students attending the University, one of the following criteria must be met:

- High school diploma
  - A copy of the student's high school diploma
  - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma
  - General Education Development (GED) certificate
  - California High School Proficiency Examination (CHSPE);
  - HISET Completion Certificate
  - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the stu-dent has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
  - A copy of the "secondary school leaving certificate" or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
  - An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree; or
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and docuemtns the successful completion of a s econdary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: If selected for verification tracking groups V4 or V5 (see Verification Policy for further information), in cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his or her completion of a secondary school education in a foreign country, the University may accept self-certification It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Grant Overpayments

A student is ineligible for federal financial aid if he/she owes an overpayment on a federal student aid grant. If the student owes a grant overpayment, the student may regain eligibility for federal student aid by repaying the grant overpayment or making satisfactory arrangements to repay the grant overpayment.

Loan Limits

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid HEA loan program have been exceeded or has property subject to a judgment lien for a debt owed to the United States. If annual or aggregate loan limits have been exceeded, the student may regain eligibility by repaying the extra amount borrowed or making satisfactory repayment arrangements with the loan holder.

Drug Convictions

Students become ineligible for Title IV federal financial aid if convicted of possession or sale of drugs for any offense that occurred during any academic year/loan period for which the student was receiving federal financial aid funds. Any conviction that was reversed, set aside, or removed from the student's record does not count; nor does a conviction received when the student was a juvenile, unless the student was tried as an adult. If the student was convicted of both selling and possessing illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period.

The University will make available to all students, through consumer information, details regarding the penalties for these types of drug violations.

If University personnel become aware of a student being convicted of any offense involving the possession or sale of illegal drugs, they will report it to Student Financial Services - Operations (SFS-O) to ensure future federal financial aid disbursements are cancelled. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid

Incarcerated Students

The University of Phoenix must ensure that no more than 25% of its regular students are incarcerated. This percentage will be monitored for the latest completed award year.

An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or sentenced to serve only weekends, is not considered to be incarcerated.

Title IV Eligibility for Incarcerated Students

All incarcerated students are

- not eligible for Title IV federal financial aid loans
- eligible for FSEOG

Students incarcerated in federal or state penal institutions are

- not eligible for Pell grants

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are

- not eligible for Pell Grants

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities, and juvenile justice facilities) are

- eligible for Pell grants

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are

- not eligible to receive Pell grants

Cost of Attendance for Incarcerated Students

Cost of Attendance includes an allowance for tuition, course materials fees, books and supplies, if required in the program of study. No other expenses are included. Allowable costs are assessed at the rate designated in the University's Student Financial Aid budgets.

Regaining Title IV Eligibility for Incarcerated Students

The University may accept a written self-certification indicating the student is no longer incarcerated. The student becomes eligible for federal financial aid funds as of the date his or her incarceration has ended.

Citizenship

All students must be a U.S. citizen or national or U.S. permanent resident or other eligible noncitizen to receive federal financial aid. A citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau is eligible to receive federal financial aid under the Federal Pell Grant but is not eligible for Direct loans. Citizens of Palau are also eligible for FSEOG.

If a student needs to provide documentation to confirm his/her citizenship status and the student is unable to present this documentation in person, the University will allow the student to submit a hard copy or electronic image of the original document. Along with the citizenship documentation, the student must provide an affidavit. The affidavit requires two forms of identification and signature from the student.

Secondary Confirmation

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation If the University receives a SAR/ISIR with a secondary confirmation match flag of "P," the DHS will continue to check its records in a process called automated secondary confirmation The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation If the result is not received by that time, the University will begin the paper process of secondary confirmation. Beginning May, 2018, this will become an electronic process and the paper forms will no longer be accepted nor returned.

The University has ten business days after receipt of the documents for immigration status to undergo paper secondary confirmation The University will notify the student of the final decision based on the secondary confirmation results

Default

Any student applying for federal financial aid must not be in default on a loan made under any federal financial aid program or HEA loan program.

Overpayments

A student must not currently owe an overpayment of federal grant

funds or Federal Perkins loan, to be eligible for federal financial aid.

Selective Service

The University requires men who are age 18 through 25 to register with the Selective Service System. Students, who are exempt or waived from this requirement, are asked to provide the University with supporting documentation for review. The review process is documented along with the supporting documentation provided. If, after the review, the student is not clearly exempt or waived from the requirement to register the University will ask the student to provide a Status Information Letter from the Selective Service.

Unusual Enrollment History (UEH)

The University resolves an Institutional Student Information Record (ISIR) that reports a UEH flag prior to awarding a student Title IV funds. The UEH flags are:

- "N" - No resolution is required by the university; the student's enrollment pat-tern is not unusual
- "2" - the University reviews the student's enrollment and financial aid records to determine if, during the four-award year review period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018), the student received a Pell Grant or Direct Loan at the University.
- "3" - the University reviews the student's academic records to determine if the student received academic credit at the University during the three award year period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018). In addition, the University reviews the National Student Loan Data System (NSLDS) to identity all schools where the student received Pell Grant or Direct Loan funding over the past four award years.

The University will determine, for each of the previously attended schools, whether academic credit was earned during the award year the student received Pell Grant and/or Direct loan funds. This determination is based upon academic transcripts al-ready obtained by the University or by asking the student to provide academic transcripts or grade reports.

Students who do not show earned credit for the Pell grant awards and/or Direct loans received in the past four years, and who may have special circumstances, may submit a request through the Professional Judgment (PJ) Team for approval.

Students who do not meet any of the above criteria are immediately not eligible for federal aid.

Approval of Continued Eligibility for UEH

If the students continued eligibility for federal financial aid funds is approved and in order for the student to remain eligible for federal financial aid funds, the student must successfully complete one payment period at the University.

Denial of Continued Eligibility for UEH

If the student did not earn academic credit at one or more of the relevant schools and does not provide acceptable documentation, the University will deny the student any additional federal financial aid funds.

Regaining Eligibility for UEH

The student is required to successfully complete one payment period, earning at least 12 credits, at the University to regain federal financial aid eligibility During this time, the student is required to use an alternate method of payment for tuition and fees Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the academic year, but Pell grants are only awarded going forward/starting with the next payment period

Parental Non Support

Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer a dependent student a Direct unsubsidized loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

- the parent(s) do not provide any financial support and the date the financial support ended,
- the parent(s) will not provide any financial support in the future; and
- the parent(s) refuse to complete the parental section of the FAFSA

The University may accept documentation from a third party (i.e., teacher, counselor, clergy, court, etc.) describing the student's relationship with the parent(s) if the parent(s) will not provide the required verification statement.

Students who are offered the Direct unsubsidized loan without parental data on the FAFSA are only eligible to receive the loan limit based on dependent undergraduate student annual maximums. For example, a first year undergraduate student cannot receive more than $5,500 ($3,500 base plus $2,000). The parent(s) cannot later apply for a PLUS loan, unless, the parents are separated or divorced, in which case, the non-custodial parent can apply for a PLUS loan. If the non-custodial parent is subsequently denied for the PLUS loan, the student's Direct unsubsidized loan eligibility is not increased. The student will not be eligible for any other Title IV financial aid pro-grams.

Dependency Overrides

A student who does not meet the definition of independent may be designated as independent if the University makes a documented determination of independence due to special circumstances. The U.S. Department of Education interprets a special circumstance as one which makes it inappropriate to expect a parental contribution. Examples of special circumstances include inability to locate parents, an abusive family environment, or abandonment by parents. Generally the documentation of special circumstances will come from a third party that knows the student's situation (such as a teacher or member of the clergy), but in cases where this is not available, the University will accept a signed statement from the student detailing the special circumstance.

Professional judgment is not used to change the status of a student from independent to dependent. However, the University may use professional judgment to account for parental support where special circumstances warrant.

Dependency overrides do not carry over from one year to the next. If the student is not independent for some other reason noted on the FAFSA, the University will reaffirm each year that the special circumstance persists and an override is still justified.

PLUS Exceptional Factor

Dependent students whose parents are unable to borrow PLUS loans due to adverse credit or other exceptional circumstances may receive additional Direct unsubsidized loans for the same amount as independent undergraduate students. The PLUS exceptional factor is not a dependency override as parent information is provided on the FAFSA. Examples include:

- The parent is incarcerated.
- The parent's whereabouts are unknown.

- The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.
- The parent's income is limited to public assistance or disability benefits and you have documented that the parent would not be able to repay the PLUS loan.
- The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

Supporting documentation may include, but is not limited to, supporting documentation that corroborates the exceptional circumstances. The University will re-examine and document that exceptional circumstances continue to apply before certifying/ originating additional unsubsidized loan amounts for the dependent in a subsequent award year.

Eligibility for Direct and PLUS Loans

A student is eligible to be awarded a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:

- The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
- The student meets the requirements for an eligible student.
- In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has received a determination of Federal Pell Grant eligibility for the loan period the loan is sought.

The annual loan limit for graduate and professional students is $20,500. This amount is limited to Direct Unsubsidized loans only.

In the case of a borrower whose previous loan was cancelled due to total and permanent disability, or discharged after a final determination of total and permanent disability, the borrower

- must obtain certification from a physician that the borrower is able to engage in substantial gainful activity;
- must sign a statement acknowledging the Direct Loan the borrower receives cannot be discharged in the future on the basis of any impairment present when the new loan is made, unless that impairment substantially deteriorates; and
- if the borrower receives a new Direct Loan, other than a Direct Consolidation Loan, with-in three years of the date that any previous Title IV loan was discharged due to a total and permanent disability, the student must resume payment on the old loan before receipt of the new loan.

In the case of a borrower whose prior loan under Title IV federal financial aid was conditionally discharged after an initial determination that the borrower was totally and permanently disabled based on a discharge request received prior to July 1, 2010-

- The suspension of collection activity on the prior loan has been lifted;
- The borrower complies with all requirements;
- The borrower signs a statement acknowledging the loan that has been conditionally discharged prior to a final determination of total and permanent disability cannot be discharged in the future on the basis of any impairment pre-sent when the borrower applied for a total and permanent disability discharge or when the new loan is made, unless that impairment substantially deteriorates; and

- The borrower signs a statement acknowledging that the suspension of collection activity on the prior loan will be lifted.

A graduate/professional student or parent is eligible to receive a Direct PLUS Loan if the following requirements are met:

- Student completes a current award year Free Application for Federal Student Aid (FAFSA).
- The parent borrower is the student's biological or adoptive mother or father or the student's stepparent if their income and assets are taken into account when calculating the student's EFC
- The parent borrower is borrowing to pay for educational costs of a dependent undergraduate student who meets the requirements for an eligible student.
- The parent borrower provides a social security number for themselves and the student.
- Student or parent borrower meets the requirements pertaining to citizenship and residency.
- Student or parent borrower meets the requirements concerning defaults and overpayments.
- Student or parent borrower is not incarcerated.
- The federal government does not have a judgment lien on the parent's property.
- Complies with the requirements for submission of a Statement of Educational Purpose for the student, except for the completion of a Statement of Selective Service Registration Status.
- Student or parent borrower does not have an adverse credit history.
- Student or parent borrower has an adverse credit history but has obtained an endorser who does not have an adverse credit history; or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist (effective March 29, 2015 - PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Subsequent ISIRs Policy

Overview

The Subsequent ISIRs Policy addresses the University's role in reviewing any Institutional Student Information Record (ISIR) the University receives after awarding a student federal financial aid funds

Policy

The University is required to resolve any discrepancies in federal financial aid related information. Therefore, the University reviews all subsequent Institutional Student Information Record (ISIR) transactions received for a student for the federal processing aid year to identify changes requiring supporting documentation from students.

Subsequent ISIRS

A subsequent ISIR is an ISIR received when a student or other institution changes information after the University has awarded the student federal financial aid funds. The University is required to review any data element change made by the student or other institution which may affect eligibility for federal financial aid or the amount and type of federal financial aid awarded. The University will not make further disbursements of federal financial aid funds until the changes made to a subsequent ISIR are confirmed and/or corrected.

If a subsequent ISIR is received after verification is completed, the University will collect documentation to support the change or correct the ISIR back to the verified information. The University does not accept changes based on marital status updates.

The University will not disburse federal financial aid until all conflicting information has been resolved, even if the conflict concerns a previous award year. The findings are documented in the student's file.

If a subsequent ISIR is received with changes to C Flags and comment codes or the EFC, the University will review and collect the required documents. If a subsequent ISIR is received because the National Student Loan Data System (NSLDS) has provided new or updated information to the University, the NSLDS history is reviewed to determine if changes are needed to existing awards. This information may include indications a student has gone into default or owes an overpayment. It may also indicate a student has resolved a default and is now eligible for federal financial aid funds.

Once the subsequent ISIR is reviewed and eligibility to receive federal financial aid is determined, if necessary, the student will be sent a revised award letter reflecting any changes.

If, after reviewing the subsequent ISIR, it is determined the student is ineligible for federal financial aid, the student is notified via a letter of ineligibility.

Transfer Policy Overview

The Transfer policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

External transfers

Students who transfer to the University with or without accepted credits and who have overlapping academic years (AY's) with a prior school are referred to as external transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the prior school's AY. If the prior school's AY length is less than 30 weeks, the University contacts the prior school to confirm the dates are correct or requests the school correct the dates in common origination and disbursement (COD).

Advancing Programs

Students who graduate from one program at the University and begin another program at the University are students who are advancing programs.

Awarding Federal Aid

In both scenarios listed above, the University will award all federal financial aid (Federal Pell Grant, FSEOG, and Direct Loans) based on a full academic year in the new program at the University. (Refer to the Federal Pell Grant/IASG Policy, Direct Loan Policy, and Campus Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

Students who transfer to the University or advance programs after receiving a Federal Pell Grant at a previous school or in the previous program during the same award year may receive a Federal Pell Grant only if:

1. The student submits a valid SAR to the University; or

2. The University obtains a valid ISIR

A student cannot receive more than his or her scheduled Pell award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student's remaining eligibility, the University uses the following formula:

Pell disbursed at prior school/program = % of Scheduled Award used

The University then subtracts the percentage of scheduled award used from 100 to calculate the maximum percentage of the scheduled award the student may receive at the University. The University determines the Federal Pell Grant Award the student is eligible for by using the following formula:

Maximum % of Scheduled Award Remaining x Scheduled Award at University = Maximum Pell Award

When calculating the student's Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the PPs in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled annual award.

Pell Example: A student received a portion of a Federal Pell Grant at a community college, then transferred to the University during the same federal award year. The community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Federal Pell Grant award.

Pell Data from the Community College

Scheduled Pell award	$3,000
Pell award disbursed	$1,500
Amount of Pell funds returned due to R2T4 calculation	$300

Pell Data from the Community College

Net amount of Pell funds disbursed to student	$1,200

The University's cost of attendance is higher than the community college, which increases the student's scheduled Federal Pell Grant to $4,000 for the federal award year. The University must now determine the student's remaining Federal Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations to Determine Remaining Pell Eligibility

Scheduled Pell Award at the University	$4,000
Percentage of Pell award already used (Net Pell disbursed divided by Scheduled Pell award at prior school)	$1,200 divided by $3,000 = 40%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 40% = 60%
Student's remaining Federal Pell Grant Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 60% = $2,400

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Pell Disbursements at the University

First payment period	$2,000
Second payment period	$400

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP. The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school or in the previous program are considered. If the bal-

ance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements (Refer to the Disbursements Policy for additional information). Direct Loan Example: A student received a portion of a Direct Loan at a community college, then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first year, independent undergraduate student with maximum annual Subsidized Loan eligibility of $3,500 and Unsubsidized Loan eligibility of $6,000.

Direct Loan Data from the Community College

Subsidized Loan originally disbursed	$1,750
Subsidized Loan funds returned due to R2T4 calculation	$0
Net Subsidized Loan funds disbursed	$1,750
Unsubsidized Loan originally disbursed	$3,000
Unsubsidized Loan funds returned due to R2T4 calculation	$1,000
Net Unsubsidized Loan funds disbursed	$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the new AY/LP.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan Eligibility (Annual Subsidized Loan Limit - Net Subsidized Loan funds disbursed)	$3,500 - $1,750 = $1,750
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Net Unsubsidized Loan funds disbursed)	$6,000 - $2,000 = $4,000

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification Policy

Overview

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The ISIR or SAR document received from the CPS will indicate whether the student's application is selected for verification. Once the CPS has selected a student, the University verifies all required student information.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College

- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Students not selected by the CPS or who are exempt from verification, but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the stu-dent's application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are re-viewed and retained as part of the student financial aid file.

Acceptable Documentation V1 and V5

The University is considered to have verified the following verifiable items if selected students retrieved and transferred their income tax return information using the IRS Data Retrieval Process:

- Adjusted gross income
- Federal income taxes paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions
- Tax exempt interest income

Under certain conditions, students, spouses and/or parents will need to submit their IRS Tax Return Transcript for the specified tax year. These conditions are as follows:

- If a student, spouse, or parent has not successfully transferred information from the IRS
- Information included on the FAFSA using the IRS Data Retrieval was subsequently changed
- When a married independent student and spouse filed separate tax returns
- When the parents of a dependent student filed separate tax returns
- When a student or parent had a change in marital status after the end of the specified tax year on December 31
- When the student, parent, or spouse filed an amended tax return

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Individual Unable to Obtain IRS Transcript

If an individual is selected for verification but is unable to obtain a transcript from the IRS, on an exception basis the University will accept a signed copy of the relevant 2016 IRS tax return that was filed with the IRS.

Victims of Identity Theft

Tax filers who have been victims of identity theft are unable to obtain tax information using the IRS data retrieval tool and are unable to receive an IRS tax transcript until the matter is resolved by the IRS. In these instances, the University may accept an alternate transcript known as The Tax Return DataBase View (TRDBV) requested by the tax filer from the IRS as well as a signed and dated statement from the victim stating he/she was a victim of tax-related identity theft and the IRS is aware of this. If a victim is

unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), or any other IRS tax transcript(s) that include all of the income and tax information required to be verified OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that include the change(s) made by the IRS, in addition to one of the items mentioned above.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

Other Tax Returns

If the tax filer filed a tax return with Puerto Rico, the U.S. Virgin Islands, American Sa-moa, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a copy of a transcript of the tax filer containing their tax information, as long as the transcript is available at no charge from that jurisdiction's taxing authority. A signed copy of a filed tax return that was filed with the taxing authority is only acceptable if the tax filer is unable to obtain a free copy of a transcript.

If the student, spouse, and/or parent is a resident of the Republic of the Marshall Is-lands, the Republic of Palau, or the Federated States of Micronesia, the University will accept a copy of the individual's Wage and Tax Statement from each employer that provided such a statement and a signed statement identifying all of the individual's income and taxes for the tax year.

If the filer filed a tax return with a foreign country, the University accepts signed copies of that tax return or other documentation. The income and tax information is converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubisdized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University must accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension, or
- A signed statement by a self-employed individual certifying the amount of the AGI and U.S. income tax paid for the specified tax year
- If applicable, a copy of the IRS's approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for the tax year, and
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017;

Note: If the University receives the transcript, it must reverify the AGI and taxes paid. However, the University may not delay verifying a student's FAFSA in-formation until the tax return is received if the student provides the above documentation.

If the individual has requested a transcript that lists tax account information for the specified tax year and the IRS, a government of a U.S. territory or commonwealth or a foreign central government cannot provide or locate a transcript, the University must accept the following:

- A copy of IRS Form W-2 for each source of employment income received for the specified tax year
- A signed statement by a self-employed individual or an individual that has filed an income tax return with a government of a U.S. territory or commonwealth or a foreign central government certifying the amount of AGI and taxes paid

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. If a W-2 is not available, the University may accept a signed statement explaining the reason the W-2 form is not available as well as the amount earned and the source of income. In addition, the statement must certify confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

The U.S. Department of Education does not require the University to have special knowledge or expertise regarding the U.S. tax code. However, if a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe student was required to file a U.S. tax return, this constitutes conflicting information and must be resolved. The University will require the applicant to submit a "Verification of Non-filing Letter" from the IRS indicating the tax filer did not file an IRS income tax return for the tax year being verified.

Number in Household

The University will accept a signed statement by the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member and the relation-ship of that household member to the student.

Number in College

The University will accept a signed statement from the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the 2018/2019 award year and the name of the educational institution must be listed.

If the University has reason to believe the signed statement is inac-curate, the University will obtain a statement from each institution listed stating the household member in question is, or will be, attending on at least a half-time basis. If the institution the appli-cant is attending determines such a statement is not available because the house hold member in question has not registered at the institution he or she plans to attend; or the institution has infor-mation indicating the house-hold member in question will be attending the same institution as the student, a statement is not required.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the fol-lowing types of documentation:

High school diploma-

- A copy of the student's high school diploma;
- A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or

Recognized equivalent of a high school diploma-

- General Educational Development (GED) Certificate
- California High School Proficiency Examination (CHSPE) Certificate
- HiSET Completion Certificate
- Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
- A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
- An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: In cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his/her

completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational pur-pose/identity:

- An unexpired, valid government-issued photo identification, such as a driver's license or pass-port
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
  - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information un-less the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, any Pell funds disbursed prior to selection will be returned by the University on the student's behalf.

Completing Verification

When the University has obtained all necessary verification documents from the stu-dent, the documentation is compared to the ISIR/SAR record. If the verification pro-cess shows the student's information is correct, and there are no outstanding issues or con-flicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.

If the University has reason to believe a student is trying to avoid completing verification requirements and/or suspects potential fraud, the University will investigate the reasons of the stu-dent and not award federal financial aid funds for the payment period. If resolution cannot be reached, the student will lose eligibility for funds within that award year. In addition, based on the outcome of the University's investigation, any credit information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG).

If a student was selected for Verification Group V1 and does not complete verification, and the University disbursed unsubsidized or PLUS loans to the student/parent, the unsubsidized and PLUS loan aid that was disbursed may be kept.

Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any neces-sary corrections, which must be made by the applicable federal deadlines.

Interim Disbursements

The University will not make any interim disbursements during the verification process.

Change in Marital Status

The University will not update a student's dependency status based on a change in marital status. However, if the student can provide documentation showing support of the spouse or others of more than 50%, those persons may be included in the student's household size.

Using a Joint Tax Transcript to Determine Individual AGI and Taxes Paid

If the filer of a joint return has become widowed, divorced, or sepa-rated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- Applicable Federal tax year transcripts,
- W-2 Forms, and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The university will confirm or update the AGI and income based on the documentation submitted and use the proportional distribu-tion method to determine taxes paid.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application infor-mation is incorrect, the University will resolve such discrepancies before disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the Univer-sity will reconcile the conflicting information and require the stu-dent to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name

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- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

The University completes the verification process before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Pell award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or if a selected transaction has a CPS transaction pro-cess date that is after the date the student was withdrawn from the University.

Verification Timelines

The University will require Pell, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken as required based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student in writing of verification requirements and time-lines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation

- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed time-lines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

The University administers crossover payment periods in a way that best benefits the students. If a student is selected for verification in one award year and the payment period crosses over into another award year in which the student is not selected for verification, the University will first request verification documents from the oldest award year. If the student does not complete verification within the required verification deadlines, and the subsequent award year in the crossover period is not selected for verification, the University will use the subsequent award year to award federal financial aid funds.

Additionally, if the student is selected for verification for both award years and only documents for the subsequent award year are submitted, the University will proceed with verifying and awarding based on the subsequent award year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for the verification process still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after ceasing to be enrolled at the University

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- the spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the stu-dent's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an effected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly, and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified

- The University will waive the requirement of a signed parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student's parents was available to provide the statement.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities.

American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in School of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for School of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student ecampus website at: http://ecampus.phoenix.edu.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

STUDENT CODE OF CONDUCT

The University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Title IX and Violence Against Women Act Policy

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation t o abide by the Student Code of Conduct. Conduct on or off campus which is determined to impair, interfere with, or obstruct the opportunities of others to learn, or which disrupts the mission, processes, or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.

2. Harassment/discrimination that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking.

4. Stalking (not otherwise specified in number 3 above) or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.

5. Disruptive behavior that hinders or interferes with the educational process.

6. Failure to promptly comply with any reasonable directive from faculty or University officials.

7. Failure to cooperate in a University investigation.

8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.

10. Failure to maintain confidentiality and respect for the privacy of personal or professional information communicated about clients, one's employer, other students, or their employers.

11. Falsification, alteration, or invention of information, including, but not limited to, any third party document used to apply for financial aid or lying during a University investigation.

12. Violation of the policy on Acceptable Computer Use for Faculty and Student.

13. Hazing (any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

14. Violation of federal, state, or local laws or regulations that impacts the University's educational environment.

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and approval with an Office of Dispute Management Senior Manager, Director, or Vice President.

2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.

a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.

a. Designated University Official Definition:

i. Academic Violations - representative from the student's college;

ii. Behavioral Violations - Director of Grievances and Appeals

iii. Record Violations - Registrar or designee from the Registrar's Office

b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension).

4. Processing Student Response -

a. A student response admitting guilt will be sent to the desig-

nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University

official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or

2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. Plagiarism - Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or

sharing of work.

 d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's work.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgment of that source. Fabrication includes citing sources that the student has not actually used or consulted.

4. Unauthorized assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise or the completion of an academic exercise by someone other than the student. This includes, but is not limited to, providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

5. Misrepresentation - Falsely representing the student's situation to faculty; for example when justifying an absence or the need for an incomplete grade or requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

6. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

 a. For more information, refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies. Students may also access the University's Copyright Infringement and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.

An alleged violation of the Student Code of Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough and impartial review process.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking will be forwarded to the University's Title IX Coordinator, Camie Pratt, Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investigation Procedures and Protocols.

 a. Interim and protective measures - refer to Title IX/VAWA Policy - 3.5 Interim and Protective Measures (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf)

2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing

 a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the Respondent will be provided. Note: A Warning Letter is not appealable.

3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).

 a. Failure of a respondent to respond to the Charging Letter will result in suspension from the University following completion of the current course if the respondent is actively attending classes and is not subject to immediate suspension.

4. Processing Respondent Response -

 a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

 b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.

  i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and/or present written witness statements for inclusion in the Title IX Case Packet.

  ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint,

  NOTE: If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator, or Deputy Coordinator).

  iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM).

  iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one representative of the college. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.

  v. The Title IX Committee will use the preponderance of the

evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation

viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the complainant and/or respondent, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

a. Parties are able to present evidence for the committee's review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee's deliberations, the Case Packets are destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

c. Any decision which affects a Respondent's enrollment or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC).

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:

a. A procedural error occurred,

b. New information exists that would substantially change the outcome of the finding, or

c. The sanction is disproportionate with the violation

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the

School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, School of Nursing.

The School of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct
   Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. American Nurses Association (ANA) Code of Ethics for Nurses
   The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: http://www.nursingworld.org/codeofethics

3. Nurse Practice Act (by state)
   Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: https://www.ncsbn.org/nurse-practice-act.htm

4. ANA Principles for Social Networking and the Nurse
   ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: http://www.nursingworld.org/principles

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct

or Professional Standards.

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.

   a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

   b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Humanities and Sciences Counseling and Human Services Programs

Candidates in College of Humanities and Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Humanities and Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Humanities and Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.

7. The candidate values human diversity and shows respect for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or

counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of assignments.

12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's

affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.

10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.

12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the

Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.

2. The administrator candidate values and is committed to life-long learning for self and others.

3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.

4. The administrator candidate is committed to establishing a safe and supportive learning environment.

5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.

6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

8. The administrator candidate believes in involving stakeholders in order to work toward common goals.

9. The administrator candidate values and is committed to timely communication to inform the community and public.

10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.

11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.

12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.

13. The administrator candidate believes that risks must be taken to improve schools.

14. The administrator candidate believes and is committed to continual school improvement.

15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the academic catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Camie Pratt, Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in the academic catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in the academic catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in the academic catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in the academic catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in the academic catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in the academic catalog.

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as pos-

sible. All parties will have the opportunity to attend and partici-pate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all media-tions, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties can-not mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Associa-tion ("AAA"). Except as provided in this Agreement, the arbitra-tion shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct ade-quate civil discovery, bring dispositive motions, and present wit-nesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be for-feited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitra-tion, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of gen-eral jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

4. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in per-son, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Proce-dure and applicable federal common law.

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, con-tent, or results of any arbitration hereunder without the prior writ-ten consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pur-suant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Educa-tion by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Stu-dents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN).

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ACADEMIC POLICIES

Academic Advisement

All students are provided an assigned Academic Counselor from the start of their first class until after graduation to collaborate with on the development of their individualized academic plans, assist with educational milestones, and maintain a commitment to earn a degree. Academic Counselors ensure that students have the information they need to make informed decisions and educate students regarding the requirements, policies, and procedures of their academic program. Additional services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Guidance on degree completion progress and options may also be discussed with an Academic Counselor at any time throughout the student's degree program.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student's Enrollment/Disclosure Agreement defines the student's curriculum and degree requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class .

The Enrollment/Disclosure Agreement must be signed within 90 days of Admission Application or Program Change Addendum.

A Social Security Number is required to be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification Form if the student prefers to have the Social Security Number omitted from the student's education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Admission Statuses

There are thirteen types of admission statuses at the University of Phoenix representing a student's standing: Applicant, Orientation Pending, Admitted with Condition, En-Route Credential, Admitted, Deferred Admission, Graduate Provisional, Applicant International Credentials, Non-Degree, Denied for Cause, Denied Admission, Admission Deadline Exceeded, and Re-Entry. Applicants to certain degree programs are permitted to begin their course of study under Applicant, Applicant with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are

reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Applicant (RR) Status

Students qualify for Applicant status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant status.

Orientation Pending (OP) Status

Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Admitted with Condition (AC) Status

Undergraduate degree applicants participating in a university sponsored trial period will be granted Admitted with Condition admission status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on Admitted with Condition (AC) admission status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted

En-route Credential (EC) Status

Students who are pursuing an en-route credential on the way to earning a higher level degree program will be placed on En-route Credential (EC) admission status for the lower level program being earned en-route. Student's admissibility as a regular student will be enforced and maintained under the degree program of pursuit associated with the student's enrollment agreement.

Admitted (AM) Status

The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant's admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file.

Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified for Admission) student academic status.

Applicant International Credentials (RI) Status

Students using copies of international academic credentials qualify for Applicant International Credentials status upon completion of the application for admission and payment of the application fee (if applicable). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant International Credentials status.

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause (DC) Status

Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed on Denied for Cause status (DC) and will be administratively withdrawn from the university.

Denied Admission (DN) Status

Applicants who do not meet the minimum requirements for admission to a program will be placed on denied admission status and be administratively withdrawn from the university.

Admission Deadline Exceeded (DE) Status

Students who are unable to attain admitted status by the completion of their fourth university course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the University.

Re-entry Required (RE) Status

Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for the amount of time designate by the re-entry policy will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

DA status results when provisionally-admitted students fail to achieve the minimum-required grade point average (GPA) at the conclusion of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)

AD results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

SD status results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript. Students placed on SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

SS status occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the allocated period of time for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

EX status occurs when a student is administratively withdrawn from the University and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP)

Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)

Student is withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)

Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)

Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)

Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
- 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Enrollment Status

The University recognizes the following enrollment statuses:
Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.

Enrollment Status	Code	Definition
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in his/her program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

On-Camera Conduct Policy

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited, to children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the respective policies.

Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade.

- The student's final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

- Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

IP = IN PROGRESS An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA).

- A new IX course completion date must be determined by the Disability Services Advisor.

- Students who are approved for reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67

Grade	Quality Points	Grade	Quality Points
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

A course which is repeated or replaced with equivalent coursework will no longer be applicable for credit, the course will not be calculated into the grade point average, and the most recent course will be applied and calculated in its place.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and

transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Office of Admissions and Records.

Grade Disputes and Grade Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance to academic policies, whose decision is final, unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to the student being degree conferred.

Program and Modality Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

Graduation Application and Credential Conferral

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a graduation application in order to be considered for official credential conferral.

Following credential conferral, the University will issue one diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a program grade point average of 3.85 or higher will graduate with "Honors". The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held by the majority of campuses.

Students who have met all of the requirements and completed a degree program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet

the requirements as outlined below.
- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate students- successful completion of all but 6 credits
  - Bachelor's and Master's students- successful completion of all but 9 credits
  - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

Degree seeking students who meet the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

All Bachelors level students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years

Program	Years for Completion
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student's program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

- A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

Re-entry students who return to the same program version will have a new program completion deadline calculated if that program version is still active and available for new enrollments and is the most current version in the student's state or jurisdiction. Re-entry students who return to a program that is not accepting new enrollments and/or is not the most current version available in their state or jurisdiction will be held to their original program completion deadline.

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered Non-degree students and will be enrolled under the Non-degree (ND) admission status.. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency.
Non-Degree courses are divided into the following categories:
- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an Extension program code for a College or non-credit bearing courses that are part of a program code from the School of Continuing Education.

Enrollment of international students into non-degree courses in

any of the three categories will only be made as permitted by U.S. law. University of Phoenix will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Registrants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the registrant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, Non-Degree students must meet the following academic preparedness requirements:(E1, E3)

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.(E4)
    - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement. (E5)
- Students who reside in the United States must meet one of the following requirements:
    - Be a legal resident of the United States
    - Have been granted permanent residency
    - Have a valid visa that does not prohibit educational studies
    - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the enrollment paperwork.
    - Have been granted asylum or refugee status
    - Have a valid F1 Visa
- Students who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
    - have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
    - have been completed with a grade of "C" or better or comparable passing benchmark
    - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from University of Phoenix or other institutions.

Non-Degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree student who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits towards an undergraduate degree required course of study completed after admission into the degree program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Humanities and Sciences Individual Counseling Non-Degree Courses

Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Health Professions, School of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN transfer partner institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Partnership Transfer Pathway Guides.

RN-BSN Transfer Partner Institution CEP's

RN-BSN Pathway Partnership CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP

courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

School of Advanced Studies Individual Doctoral Non-Degree Courses

Non-Degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and regis-

tration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall

class management.

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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

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Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **PhoenixLink™**Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™is where you'll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University's alumni mentor database.
- View career planning and development resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest®and Twitter®online communities.

- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni/events
- **Phoenix Focus** - Be in the know with Phoenix Focus, your alumni magazine, featuring alumni profiles, career advice and in-depth articles to inspire you. Read the latest edition of Phoenix Focus at alumni.phoenix.edu/pf.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to alumni@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the eCampus portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
800.795.2586
E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
instagram.com/uopxalumni
linkd.in/uopxalumni
pinterest.com/uopx
twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and
- All other program specific admission requirements must be met.

An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-

pletion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after

their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-

  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements

Phoenix Success Series Categories	Credits	Course Selection
Psychology	3	PSY 110
College level research and writing	6	ENG 100 ENG 200
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201 ....3 credits
Foundations for University Success
PSY 110 ~...3 credits
Psychology of Learning
ENG 100 ~ ....3 credits
Critical Reading and Composition
HUM 115 ~ ....3 credits
Critical Thinking in Everyday Life
FP 100 ~ ....3 credits
Everyday Economics and Finance
ENG 200 ~ ....3 credits
Research and Rhetoric

- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-year Sequence.
  - Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195 .... 3 credits
Foundations of University Studies

COM 170 ~ .... 3 credits
Elements of University Composition and Communication I

COM 172 ~ .... 3 credits
Elements of University Composition and Communication II

HUM 114 ~ .... 3 credits
Critical Thinking and Creative Problem Solving

PSY 211 ~ .... 3 credits
Essentials of Psychology

SCI 163 ~ .... 3 credits
Elements of Health and Wellness

FP 120 ~ .... 3 credits
Essentials of Personal Finance

- SOC 110 is an optional course that may be taken prior to the completion of the First-Year Sequence. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, First-Year Sequence course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - National Testing Programs
  - ACE evaluated Military credits.
- Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information for their program after the applicable required course of study. Students requesting course waivers must have formal written requests submitted to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses requested to be waived, the courses to be transferred into the required course of study, and the university where the transfer courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Humanities and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society.

Undergraduate general education requirements emphasize the

mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communication, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is taken to satisfy graduation requirements, the courses taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

General Education Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain knowledge, skills and abilities within the various general education categories. Therefore, students
should be able to demonstrate the following learning outcomes by the time they complete their general education requirements:

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.
- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

Liberal Arts Components

The curriculum within the General Education Program is comprised of traditional liberal arts categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to a breadth of content essential to a baccalaureate experience, and the categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program
Course work in Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program

Course work in English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program

Course work in social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program

Course work in social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program

Course work in humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credits requirements vary by program

Course work in fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program

Course work in science/technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary, credit requirements vary by program

To fulfill this requirement, students may select additional general education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix offers Prior Learning Assessment (PLA) as an option by which students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and Experiential Learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the postsecondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcripted for academic college-level

credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List.

University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University's Colleges, Schools, or the Provost's Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.

With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays.

Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

Corporate Partnerships- Credit Recommendation Guide

The University will endeavor to create Corporate Partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG).

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment.html.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Program Length

Associate Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 90 to 104 weeks, Health Services Administration - 90 to 108 weeks, Humanities & Sciences - 93 to 109 weeks, Information Systems & Technology - 90 to 114 weeks, Business - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 206 to 220 weeks, Health Services Administration - 200 to 204 weeks, Nursing - 202 to 215 weeks, Humanities & Sciences - 200 to 225 weeks, Information Systems & Technology - 200 to 207 weeks, Business - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

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The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Bachelor of Science in Criminal Justice Administration

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The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specialty coursework in criminal justice services. Students will receive core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections then advance to emphasis courses within the broad domains of criminal justice.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will exhibit critical thinking and problem solving skills as they apply to criminal justice settings.
- Students will demonstrate a competency in communication and collaboration within diverse populations throughout the criminal justice profession.
- Students will apply information literacy and utilization relevant to the criminal justice profession.
- Students will gain a global perspective of ethics and cultural diversity aspects within the broad domain of the criminal justice structure.

- Students will demonstrate the application of quantitative and qualitative research methods to collect and analyze data, expressing the relationship between research, theory, and practice in the criminal justice profession.

Preferred Sequence and Prerequisites for the BSCJA - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 241 ~ .... 3 credits
Introduction to Police Theory and Practices
CJS 251 ~ .... 3 credits
Introduction to Criminal Court Systems
CJS 255 ~ .... 3 credits
Introduction to Corrections
CJS 211 ~ .... 3 credits
Ethics in Criminal Justice
CJS 221 ~ .... 3 credits
Cultural Diversity in Criminal Justice
CJS 231 ~ .... 3 credits
Criminology
CJS 245 ~ .... 3 credits
Juvenile Justice Systems and Processes
CJA 305 ~ .... 3 credits
Criminal Law
CJA 315 ~ .... 3 credits
Criminal Procedure
CJA 325 ~ .... 3 credits
Criminal Organizations
CJA 335 ~ .... 3 credits
Research Statistics
CJA 345 ~ .... 3 credits
Research Methods and Evaluation
CJA 355 ~ .... 3 credits
Grant Writing
CJA 365 ~ .... 3 credits
Budget, Finance, and Planning
CJA 375 ~ .... 3 credits
Interagency Communication
CJA 385 ~ .... 3 credits
Criminal Justice Policy Analysis & Program Evaluation

Upper Division Criminal Justice Electives, 18 credits

Students must take the following:

CJA 484 ~ .... 3 credits
Criminal Justice Administration Capstone
Students may satisfy the 18 credit Upper Division Criminal Justice Electives using the courses below and their respective equivalencies, including students earning an Associate of Arts in Criminal Justice en-route. Students earning a certificate en-route will fulfill the 18 credit Upper Division Criminal Justice Electives using the certificate coursework.

Students choose five of the following:
BCC 395 ~..3 credits
Contemporary Issues and Futures in Cybercrimes
BCC 400 ~..3 credits
Information Systems Fundamentals
BCC 401 ~..3 credits
Cybercrimes in the 21st Century
BCC 402 ~..3 credits
Cybercrime and Role of Law Enforcement Security Personnel
BCC 403 ~..3 credits
Global Technology and Cybercrime
BSS 395 ~ ....3 credits
Contemporary Issues and Futures in Security
BSS 480 ~ ....3 credits
Risk Management Perception and Communication
BSS 481 ~ ....3 credits
Counterterrorism Intelligence and Analysis
BSS 482 ~ ....3 credits
Securing Critical Infrastructure and Cyberspace
BSS 483 ~ ....3 credits
World View of Homeland Security
CJA 395 ~..3 credits
Current Issues/Futures in Criminal Justice Management
CJA 444 ~..3 credits
Organizational Behavior and Management
CJA 454 ~..3 credits
Criminal Justice Management Theory and Practice
CJA 474 ~..3 credits
Managing Criminal Justice Personnel
CJA 475 ~..3 credits
Forecasting and Strategic Planning
CJHS 395 ~ ....3 credits
Issues and Futures in Human Services in Criminal Justice
CJHS 400 ~ ....3 credits
Theory and Practice: Human Services in Criminal Justice
CJHS 410 ~ ....3 credits
Mental Health and Crisis Interventions in Criminal Justice
CJHS 420 ~ ....3 credits
Case Management and Services Provided in Criminal Justice
CJHS 430 ~ ....3 credits
Collaborative Services in Criminal Justice

The University reserves the right to modify the required course of study.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSCJA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and an upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts in Criminal Justice
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 48 credits
  - Upper Division Criminal Justice Electives - 18 credits
  - Electives - 9 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSCJA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive a maximum of 12 lower division credits from the required course of study.

Students earning a Criminal Justice Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 15 upper division credits that can be waived in the BSCJA required course of study by meeting the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students earning a Criminal Justice Certificate en-route must use the certificate coursework to fulfill the 18 credit Upper Division Criminal Justice Electives requirement.

Students not earning an additional credential or earning an Associate of Arts in Criminal Justice en-route may satisfy the18 credit Upper Division Criminal Justice Electives requirement through the following means:

- Choose from a selection of University of Phoenix Upper Division Criminal Justice courses, which must include CJA 484.
- Upper Division Criminal Justice transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better or comparable passing benchmark for nontraditional credits.

The following course in the Required Course of Study may not be waived: CJA 385, CJA 484

General Education Requirements for the BSCJA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 9 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSCJA for Students Obtaining an Associates En-Route Credential

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Effective for Enrollment Agreements sign 6/1/2016 or later, must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Must include: CJS 215

Humanities, 6 credits

Must include: GEN 201

Pathway B must include: 3 credits in critical thinking

Social Science, 9 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Must include: CJS 235

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits

Must include: CJS 205

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education

activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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SCHOOL OF BUSINESS
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We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

The Bachelor of Science in Business
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The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
  - Finance
  - Marketing
  - Information Systems
  - Research Methodologies
  - Economics
  - Business Law
  - Management
  - Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ .... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ .... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ .... 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ .... 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ .... 3 credits
Principles of Accounting I

ACC 291 ~ .... 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ .... 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ .... 3 credits
Principles of Microeconomics

ECO 372 ~ .... 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ .... 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ ....3 credits
Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Financial Planning Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Small Business Management and Entrepreneurship Certificate
  - Project Management Certificate
  - Human Resource Management Certificate
  - General Management Certificate
  - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
  - General Education - 45 credits
  - Required Course of Study (BSB) - 39 credits
  - Upper Division Business/Management Electives - 18 credits
  - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective

course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Requirement, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Previously completed Graduate UOPX Business/Management coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date .
- The following course(s) may not be waived: BUS 475

MBA Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~.. 3 credits
Business Law

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross- functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Management, 12 total credits

MGT 312 ~...3 credits
Organizational Behavior for Managers
HRM 300 ~ ....3 credits
Fundamentals of Human Resource Management
LDR 300 ~...3 credits
Innovative Leadership
MGT 426 ~...3 credits
Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~ ....3 credits
Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~..3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~...3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~...3 credits
Marketing

Finance, 3 total credits

FIN 419 ~..3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ ....3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
  - Associate of Arts Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSM) - 36 credits
  - Electives - 39 credits
- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: 3 credits of upper division Humanities coursework

The preferred course is PHL 320

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Must include: 3 credits of upper division Social Science coursework

The preferred course is SOC 315

Additional Liberal Arts, 6 credits

Must include: GEN 201

Interdisciplinary Component, 9 credits

Pathway B must include: 3 credits in economics

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of nine (9) upper division credits from their required course of study.

Students may also waive three (3) lower division credits from the required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division University of Phoenix coursework.
- Previously completed UOPX graduate coursework.
- Upper or lower division Certificate approved in the student's state or jurisdiction.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer and was completed.

The following course(s) and their equivalents may not be waived: MGT 498

MBA Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their elective credits which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management

HRM 531 ~ .... 3 credits
Human Capital Management

LAW 531 ~.. 3 credits
Business Law

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

California Students:

**The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam Specific coursework in ethics study must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.
- Students will apply financial accounting principles to record and communicate measureable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ ....3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ ....3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ ....3 credits
Principles of Accounting I
ACC 291 ~ ....3 credits
Principles of Accounting II
ACC 295 ~ ....3 credits
Principles of Accounting I for Accountants
ACC 296 ~ ....3 credits
Principles of Accounting II for Accountants

Management, 6 total credits

PHL 320 ~ ....3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ ....3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ ....3 credits
Principles of Microeconomics
ECO 372 ~ ....3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Strategy, 3 total credits

BUS 475 ~... 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~... 3 credits
Cost Accounting
ACC 350 ~... 3 credits
Cost Accounting for Accountants

Intermediate Accounting, 9 total credits

ACC 421 ~... 3 credits
Intermediate Financial Accounting I
ACC 422 ~... 3 credits
Intermediate Financial Accounting II
ACC 423 ~... 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:

ACC 455 ~... 3 credits
Corporate Taxation
ACC 456 ~... 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~... 3 credits
Government and Non-Profit Accounting
ACC 466 ~... 3 credits
Advanced Accounting

Auditing, 6 total credits

ACC 491 ~... 3 credits
Contemporary Auditing I
ACC 492 ~... 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~... 3 credits
Advanced Topics in Accounting Research
ACC 498 ~... 3 credits
Advanced Topics in Accounting Research Capstone

The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 66 credits
  - Electives - 9 credits

- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSACC

- Students in this program may waive a maximum of 30 credits from their required course of study.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475, ACC 498

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will assess the historical foundations of communication in order to forecast trends in contemporary society.
- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~ .... 3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~ .... 3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~ .... 3 credits
Foundations of Mass Communication

BSCOM 410 ~ .... 3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ .... 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~ .... 3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~ .... 3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~ .... 3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~ .... 3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~ .... 3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~ .... 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~ .... 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~ .... 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 39 credits
  - Upper Division Communication Electives - 18 credits
  - Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework

• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BS/COM

• Students in this program may waive a maximum of 12 credits from their required course of study.

• The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:

  • Upper Division UOPX Communication coursework.

  • Previously completed Graduate UOPX Communication coursework.

  • Upper Division Certificate approved in the student's state or jurisdiction.

  • Upper Division or Graduate Communication transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

• The following courses in the Required Course of Study may not be waived: BSCOM 485

Re-entry for the BS/COM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Bachelor of Science in Information Technology

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The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, network and cloud infrastructure, database design and integration, cybersecurity, programming and other supporting IT principles. The program provides the opportunity to specialize through the selection of coursework and/or University of Phoenix certificates, aligned to industry certifications, to support IT career goals.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Business Information Systems: Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Network and Cloud Infrastructure: Students will be able to design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation.
- Database Design and Integration: Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Cybersecurity: Students will be able to implement cybersecurity solutions that comply with global governance best practices.
- Programming: Students will be able to demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Core Topics, 6 total credits

CIS 207 ~ *Pre-requisite applies to Pathway B only* .... 3 credits
Information Systems Fundamentals
CMGT 410 ~ .... 3 credits
Project Planning & Implementation

Business Systems, 9 total credits

BSA 375 ~... 3 credits
Fundamentals of Business Systems Development
DAT 380 ~... 3 credits
Advanced Database Architecture
DAT 390 ~... 3 credits
Database Integration with Other Systems

Networking, 6 total credits

CYB 205 ~ .... 3 credits
Infrastructure Administration
NTC 362 ~... 3 credits
Fundamentals of Networking

Data Management, 6 total credits

DAT 210 ~... 3 credits
Data Programming Languages
DAT 305 ~... 3 credits
Data Structures for Problem Solving

Cybersecurity, 9 total credits

CYB 100 ~ ....3 credits
Cyber Domain
CYB 110 ~ ....3 credits
Foundations of Security
CMGT 400 ~ ....3 credits
Intro to Information Assurance & Security

Programming, 6 total credits

CYB 130 ~ ....3 credits
Object-Oriented Scripting Language
PRG 211 ~ ....3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits

BSA 425 ~ ....3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSIT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:

- Associate of Arts Concentration in Information Technology
- Advanced Networking Certificate (Undergraduate)
- Advanced Cyber Security Certificate (Undergraduate)
- Advanced Software Developer Certificate (Undergraduate)
- Advanced Virtualization Administration Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following program requirements:
- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement
- Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.
  Students utilizing this policy will need to meet the following conditions:
  - Satisfy Pathway A entry course sequence (GEN/201), unless otherwise stated in policy.
  - Satisfy the MTH/220 General Education requirement.
  - Complete a minimum of 18 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.

- Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT 009 program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 42 credits
  - Required Course of Study - 45 credits
  - Upper Division Information Systems and Technology Electives - 18 credits
  - Electives - 15 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- Students in this program may waive a maximum of 21 credits from their required course of study.
- The 18 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper Division or Graduate IS&T UOPX coursework.
  - Previously completed Graduate coursework from the College of IS&T.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better.
  - Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
  - Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
  - Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

COLLEGE OF HEALTH PROFESSIONS

University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Health Services Administration

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will be able to analyze a health care organization from a market-based perspective.
- Learners will be able to analyze financial issues in the health care industry.
- Learners will be able to explain the application of risk and quality management concepts in the health care industry.
- Learners will be able to analyze the utilization and application of technology within a health care organization.
- Learners will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ .... 3 credits
Medical Terminology for Health Care Professionals
HCS 131 ~ .... 3 credits
Business Communication Skills for Health Care Professionals
HCS 235 ~ .... 3 credits
Health Care Delivery in the U. S.
HCIS 140 ~.. 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ .... 3 credits
Health Care Professional Development
HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility
HCS 325 ~ .... 3 credits
Health Care Management
HCS 370 ~ .... 3 credits
Organizational Behavior
HCS 341 ~ .... 3 credits
Human Resources in Health Care
HCS 380 ~ .... 3 credits
Health Care Accounting
HCS 385 ~ .... 3 credits
Health Care Finance
HCS 490 ~ .... 3 credits
Health Care Consumer - Trends and Marketing
HCS 457 ~ .... 3 credits
Public and Community Health

HCS 483 ~..3 credits

Health Care Information Systems

HCS 451 ~..3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~..3 credits

Health Care Research Utilization

HCS 499 ~..3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The School of Health Service Administration recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~..3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~..3 credits

Facility Planning

HCS 455 ~..3 credits

Health Care Policy: The Past and the Future

HCS 456 ~..3 credits

Risk Management

HCS 475 ~..3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~ ....3 credits

Project Planning and Implementation in Health Care

BSA 376 ~ ....3 credits

Systems Analysis and Design

NTC 361 ~ ....3 credits

Network and Telecommunications Concepts

DBM 381~ ....3 credits

Database Concepts

HCIS 420 ~ ....3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~ ....3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~ ....3 credits

The Management of Retail Health Clinics

RHM 430 ~ ....3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~ ....3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~ ....3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~ ....3 credits

Introduction to Lifespan Management

LSM 412 ~ ....3 credits

Management within the Lifespan Industry

LSM 417 ~ ....3 credits

Regulations in Lifespan Management

LSM 423 ~ ....3 credits

Financial Strategies for Lifespan Management

LSM 429 ~ ....3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
    - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate. Listed below are all of the possible en-route credentials:
    - Long Term Care Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
    - Successful completion of all the courses outlined in the enrollment agreement for the credential
    - Achievement of the minimum program GPA
    - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSHA

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSHA) - 51 credits
  - Upper Division Health Administration Electives - 15 credits
  - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 .... 3 credits
Systems Thinking in health care environments

MHA 507 .... 3 credits
Leveraging informatics in the health sector

MHA 508 .... 3 credits
Navigating the regulatory environment in health care

MHA 542 .... 3 credits
Leading with authenticity in the health sector

MHA 560 .... 3 credits
Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.
  The 24 general education credits must consist of:
  - 6 credits in Communication Arts
  - 3 credits in Humanities
  - 6 credits in Social Science
  - 3 credits in Science/Technology
  - 3 credits in Physical/Biological Science
  - 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

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The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

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The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

This program is a post-licensure nursing program designed for nurses with current RN licensure who wish to obtain a bachelor's of science degree in nursing. The program is designed to expand knowledge in the areas of nursing science evidence and theory in order to apply current evidence-based knowledge to increase quality of patient outcomes and health systems. The program targets relevant content to align with many industry standards, which permits graduates to be influential leaders within the nursing profession.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302 ....3 credits
Professional Contemporary Nursing Role and Practice

NSG 416 ~ ....3 credits
Theoretical Development and Conceptual Frameworks

HSN 376 ~ ....3 credits
Health Information Technology for Nursing

NSG 451 ~ ....3 credits
Professional Nursing Leadership Perspectives

NSG 456 ~ ....3 credits
Research Outcomes Management for the Practicing Nurse

NSG 426 ~ ....3 credits
Integrity in Practice: Ethic and Legal Considerations

HSN 476 ~ ....3 credits
Healthcare Policy and Financial Management

*NSG 486 ~ ....3 credits
Public Health: Health Promotion and Disease Prevention

*NSG 482 ~ ....3 credits
Promoting Healthy Communities

NSG 468 ~ ....3 credits
Influencing Quality within Healthcare

NSG 498 ~ ....3 credits
Senior Leadership Practicum

Students residing in California who have a California nursing license are required to take NSG 486CA and NSG 482CA:

NSG 486CA ~ ....3 credits
Public Health: Health Promotion and Disease Prevention

NSG 482CA ~ ....3 credits
Promoting Healthy Communities

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- Completion of a nursing diploma; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Partnership Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Partnership Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Partnership Transfer Guide. Prior to enrolling into the BSN program applicants must:
  - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  - Meet all other BSN admission requirements.

Degree Requirements for the BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 47 credits
  - Required Course of Study - 33 credits
  - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN
- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.

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- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in all nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
- Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program cannot waive any courses in their required course of study.

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
ENG/220, equivalent or higher

Mathematics, 6 credits
Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits
Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.
Physical Education activity credits are limited to four (4) credits.
Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner (California)

The following Bachelor of Science in Nursing Partner (BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.
- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Preferred Sequence and Prerequisites for the BSN

The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

Students residing in California who have a California nursing license are required to take NUR 405CA and NUR 408CA.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

The following courses will be taken at University of Phoenix:

HSN 302 .... 3 credits
Undergraduate Nursing Studies
NSG 391 ~ .... 3 credits
Professional Nursing Practice
NUR 440CC ~ .... 3 credits
Health Assessment and Promotion for Vulnerable Populations
Upper Division Non-Nursing Elective .... 6 credits
NUR 443CC ~ .... 3 credits
Evidence-Based Nursing Research and Practice
NUR 405CA ~ .... 4 credits
Healthy Communities: Theory and Practice
NUR 408CA ~ .... 4 credits
Epidemiology: Global and Public Health
NUR 492CC ~ .... 4 credits
Senior Practicum: Leadership and Management

The following courses will be waived with coursework from the partner institution:

HCS 350 .... 3 credits
Health Care Communication
HCS 438 .... 3 credits
Statistical Applications
HCS 478 .... 3 credits
Health Law and Ethics
HCS 482 .... 3 credits
Health Care Informatics
NUR 403 .... 3 credits
Theories and Models of Nursing Practice
NUR 427 .... 3 credits
Health and Chronic Disease Management
Lower Division Nursing Elective .... 24 credits

The University reserves the right to modify the required course of

study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Candidacy Status for the BSN

The College of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR/405CC. Review for Level 2 Candidacy will be based on the following items:

- Documentation of a valid, unrestricted, unencumbered RN license.
- Completion of all general education credits.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN Partner program will take NUR 443CC as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.
- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in specific nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken

the following steps:

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CA, NUR 405CC, NUR 408CA, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Must include COMM 215, equivalent or higher.

Must include an oral communication course and a written communication course.

Mathematics, 6 credits

Effective for enrollment agreements signed 6/1/2016 or later, must include 6 credits of statistics or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Must include 3 credits of psychology and 3 credits of sociology or anthropology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a pro-

gram applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Licensed Practical Nurse/Licensed Vocational Nurse to Bachelor of Science in Nursing

The following Licensed Practical Nurse to Bachelor of Science in Nursing (LPN/LVN to BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.

The Bachelors of Science in Nursing program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, has a special sequence for the Practical Nurse/Vocational Nurse (PN/VN) to achieve the BSN degree. This program builds on the basic education, skills, and experience of the practical nurse transitioning to the professional nursing role. Curriculum builds upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. Program content will focus on role transition, advanced clinical skills, evidenced-based practice and critical thinking. Graduates of the program will be eligible to apply to take the National Council Licensure Examination for Registered Nurses. The University of Phoenix, School of Nursing is committed to the advancement of nurses through the development of nurse leaders. Program objectives focus on leadership, advocacy, professionalism, collaboration, incorporation of caring, and reflective clinical/teaching practice. The acquisition of these objectives is essential to the practice of nursing.

To practice as an RN in California, you must meet educational requirements, pass the National Council Licensure Examination for Registered Nurses, pass a criminal background check, and be licensed by the California State Board of Registered Nursing (BRN).

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/p-vn-bsn.

Program Purpose

The Licensed Vocational/Practical Nurse to Bachelor of Science in Nursing is a pre-licensure program designed for LVN/LPN nurses in good standing who wish to pursue licensure as a registered nurse (RN) and earn a BSN. The program builds on the basic education, skills, and experience of the practical nurse transitioning to the professional nursing role. Graduates are eligible to apply to sit for the National Council Licensure Examination for Registered Nurses upon completion of the BSN.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values, ethical reasoning, and respect for cultural diversity in safe patient-centered healthcare delivery and practice in a variety of healthcare settings.
- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of healthcare settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager,and coordinator of safe patient-centered care in a variety of healthcare settings.
- Students will use healthcare equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of healthcare settings.
- Students will analyze the effect of healthcare policy, regulatory, legal, economic, and sociocultural environments on healthcare delivery and practice in a variety of healthcare settings.
- Students will integrate professional role as educator in healthcare delivery and practice in a variety of healthcare settings.

Required Course of Study for the LPN/LVN to BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 300 ~ ....3 credits
Introduction to the School of Nursing
NSG 320 ~ ....3 credits
Professional Nursing Role
NSG 400 ~ ....3 credits
Theoretical Basis for Nursing Practice
HSN 300 ~ ....4 credits
Pharmacology I
HSN 310 ~ ....4 credits
Pharmacology II
NSG 330 ~ ....4 credits
Physical Assessment
NSG 340 ~ ....5 credits
Medical/Surgical Nursing I: Acute
APB 001 ....0 credits
Assessment Period

NSG 450 ~ ....3 credits
Epidemiology and Global Health
NSG 410 ~ ....3 credits
Psychiatric and Mental Health Nursing
APB 002 ....0 credits
Assessment Period
NSG 430 ~ ....4 credits
Evidence-Based Practice and Information Technology in Health Care
NSG 435 ~ ....4 credits
Maternal – Child Nursing
APB 003 ....0 credits
Assessment Period
NSG 420 ~ ....3 credits
Community and Family Nursing
NSG 440 ~ ....4 credits
Pediatric Nursing
APB 004 ....0 credits
Assessment Period
HSN 470 ~ ....3 credits
Health Policy, Law, and Ethics
NSG 345 ~ ....5 credits
Medical/Surgical Nursing II: Complex and Geriatrics
APB 005 ....0 credits
Assessment Period
NSG 470 ~ ....4 credits
Nursing Leadership and Management
NSG 480 ~ ....4 credits
Nursing Synthesis

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the LPN/LVN to BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Demonstrate a LPN/LVN post high school certificate or diploma from a regionally or nationally accredited college/university or equivalent or completion of a licensed practical/vocational nursing program.
- Effective for new students with enrollment agreements executed 10/1/2013 or thereafter, applicants must provide a copy of the TEAS (Test of Essential Academic Skills) assessment, reflecting a proficient level of achievement for the overall score and in science on the same exam. Students who fail to achieve a proficiency level of achievement may complete the TEAS assessment a maximum of three times in one year and must wait a minimum of three months between each exam attempt. Acceptable assessment results will meet the following criteria:
  - A score of 45.8 for Science
  - A score of 58.7 overall
  - Assessment scores must have been earned within one year from current program enrollment agreement sign date.

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- Current employment and work experience are not required.
- Applicants must have verification of a valid, unrestricted, unencumbered LPN/LVN license from the United States in all states in which the applicant holds an active LPN/LVN license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- A signed LPN/LVN to BSN Progression Requirements form
- A signed Professional Non-Academic Requirement form.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Enrollment Agreements signed 7/1/2016 or later, signed Clinical Assurance Statement form

Candidacy Status for the LPN/LVN to BSN

The School of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NSG 300. Review for Level 2 Candidacy will be based on the following items:
  - Successful completion of all general education, elective and interdisciplinary courses.
  - Completion of the assessment inventory.
  - Verification of a valid, unrestricted, unencumbered LPN/LVN license from the United States.
  - A minimum grade of "B" (3.0) for the required 18 credits of Natural/Physical Sciences: NSCI 280 - Anatomy and Physiology I, NSCI 281 - Anatomy and Physiology II, SCI 250 - Microbiology, HCS 436 - Pathophysiology, and SCI 220 - Human Nutrition.
  - Overall program GPA of 2.5.

Degree Completion Requirements for the LPN/LVN to BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 of the 120 credits must be in the general education areas approved by the University.
  - A minimum of 63 upper division credits.
  - A maximum of 57 lower division credits
- A minimum grade point average (GPA) of 2.5.
- All students must complete the minimum number of credits required by their degree program.
- Students will need to pass Nursing capstone course NSG 480 in order to be eligible for degree completion.
- The University of Phoenix offers Assessment of Prior Learning as an option by which students can earn assessed credits toward degree completion requirements. Nurses, enrolled in the LPN/LVN to BSN program, whose nursing education was completed at a non-US institution, or a non-regionally accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as follows: Bachelor of Science in Nursing

Additional Academic Progression Requirements for the LPN/LVN to BSN

- Students enrolling in this program must complete GEN 200 as the first course.
- Students in this program are limited to a maximum of two attempts to complete all nursing required course of study courses with a passing grade.
- Students will need to adhere to the Predictor Testing plan as outlined in the Student Handbook.
- Student may be required to complete agency drug testing or fingerprint testing as required by the agency for clinical placement as described in the student handbook.
- Students will be responsible for using an electronic documentation system for class requirements.
- Required Course of Study builds on requisite skills and reinforces learning. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. Specific courses may have additional prerequisites that need to be satisfied prior to enrollment. The chart entitled, Required Course Sequence and Prerequisite System, identifies additional course requirements. Due to a required course sequence, no concurrent enrollment will be allowed after the completion of NSG 400.
- All students must have the following documentation current and in effect prior to entering NSG 320 and throughout the remainder of the Required Course of Study. Documentation of current medical information as outlined in the student program handbook. http://www.phoenix.edu/content/dam/altcloud/doc/academics/nursing-program-handbook.pdf
- Verification of background check to comply with the state statutes and recommendations. The verification of the background check must be completed prior to enrolling in NSG 320.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.
- Students have the following options to fulfill proficiency:
  - Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    -Completed within five years of enrollment
    -Grade of C- or better (or academic equivalent)
    -At least 2.67 semester credits
    -Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Minimum Grade Requirements for the LPN/LVN to BSN

- Students in this program will be placed on scholastic disqualification if a minimum grade of "C" (2.0) is not attained in all nursing required course of study classes.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Students will be allowed to retake general education courses. Students are allowed one attempt to repeat only one (1) nursing course in the required course of study. If a passing grade is not earned the student will be scholastically suspended, permanently withdrawn, from this program. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time.

Residency Requirements and Course Waivers for the LPN/LVN to BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 57 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order for a course waiver request to be reviewed by the Student Appeals Center (SAC) a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past three (3) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be submitted with the Student Appeals Center (SAC) package.

In order to waive a course in the Liberal Arts categories, with the exception of Natural/Physical Sciences, the course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

In order to waive a course in the Natural/Physical Sciences category, the course must have been completed within the past three

(3) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

NTP scores may be applied to all Liberal Arts categories with the exception of the Natural/Physical Sciences category due to the minimum grade requirement placed in NSCI 280, NSCI 281, SCI 250, HCS 436 and SCI 220.

The following required courses may not be waived: NSG 300, NSG 480

The assessment periods cannot be waived.

General Education Requirements for the LPN/LVN to BSN

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Students must take (2) 3 credit courses in written and oral communication. Approved content is COMM 110 Introduction to Oral Communication and COMM 215 Essentials of College Writing or their content equivalent.

Mathematics, 6 credits

Effective for enrollment agreements signed 6/1/2016 or later, must include 6 credits of statistics or higher

Natural/Physical Sciences, 18 credits

(Must include NSCI 280 - Anatomy and Physiology I, NSCI 281 - Anatomy and Physiology II, SCI 250 - Microbiology, HCS 436 - Pathophysiology and SCI 220 - Human Nutrition)

(Students in this program are required to achieve a minimum grade of "B" (3.0) in NSCI 280, NSCI 281, SCI 250, HCS 436, SCI 220)

Humanities, 6 credits

Must include PHL 251 or equivalent content

Social Science, 9 credits

Students must take (1) 3 credit course in general/introduction to psychology. Approved content is PSY 103 Introduction to Psychology or its content equivalent.

Students must take (1) 3 credit course in societal, cultural relationships or teamwork. Approved content is SOC 262, SOC 110, SOC 100 or SOC 315 or their content equivalent.

Student must take (1) 3 credit course in Human Growth and Development. Approved content is PSY 280 Human Growth & Development or its content equivalent.

Interdisciplinary Component, 9 credits

Nursing credits from LPN/LVN program can not be applied to any general education category.

Physical Education activity credits are limited to four (4) credits.

Professional Development, 3 credits

(GEN 200)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Re-entry for the LPN/LVN to BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

Students who have been out of attendance over one year will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Reentry students who have completed required nursing and general education coursework, and have been out of the program over a year, may be required to repeat the specified nursing coursework.

Students out of attendance for one year or longer and who have never completed GEN 200, will be expected to complete GEN 200 or equivalent upon return.

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COLLEGE OF EDUCATION (Sacramento Valley)

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  -or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

  -or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  -or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsls.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA ~ ....0 credits
Orientation to Teacher Education

Introductory Course, 3 total credits

GEN 201 (A Track)...3 credits
Foundations for University Success
GEN 127 (B Track) ....3 credits
University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA...3 credits
Foundations of Education

Education Models & Theories, 6 total credits

EDU 311CA ~ ....3 credits
Models and Theories of Instruction
EDU 321CA...3 credits
Classroom Management

Human Development, 3 total credits

EDU 305CA ~ ....3 credits
Child Development

Reading, 3 total credits

RDG 420CA ....3 credits
Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits

SPE 300CA ....3 credits
Orientation to the Exceptional Child
ELL 300...3 credits
Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits

EED 436CA ....3 credits
Elementary Methods: Social Science and Fine Arts
EED 438CA ....3 credits
Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
EED 498CA ~ ....4 credits
Elementary Student Teaching, Seminar I
EED 499CA ~ ....4 credits
Elementary Student Teaching, Seminar II
Students with no prior completion of a TPA course as of 1/1/2018 and later:
EED 491CA ~ ....4 credits
Elementary Clinical Practice A
EED 492CA ~ ....4 credits
Elementary Clinical Practice B

TPA, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~ ....1 credit
Subject Specific Pedagogy
TPA 002 ~ ....1 credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~ ....1 credit
TPA Planning and Instruction
TPA 200 ~ ....1 credit
TPA Instruction and Assessment

The University reserves the right to modify the required course of Study.

General Information for the BSLS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSLS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Verification of negative TB test results, or other approved TB clearance documentation.
- A receipt of the Request for Certificate of Clearance or Verification of Certificate of Clearance or other approved Certificate of Clearance documents.
- A signed New Student Checklist:
- Students who reside outside of the state of California are not eligible to apply.
- Signed Enrollment/Disclosure Agreement
- For students with an Enrollment Agreement signed prior to 1/1/2018: a signed CalTPA Code of Honor
- Completion of any state-specific required documents or forms
- Students transferring to University of Phoenix on or after July 1, 2015, with a California completed Associate of Arts or Associate of Science transfer degree in Elementary or Early Childhood Education will be considered as satisfying a 60 credit block of courses within the program. To earn the Bachelor of Science in Liberal Studies degree, students must:
  - Successfully complete a minimum of 61 credits at University of Phoenix.
  - Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies

Candidacy Status for the BSLS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 University of Phoenix credits from the Required Course of Study (Core) of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
  - A minimum of 43 upper division credits.
  - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Completion of Teacher Performance Assessment
  - Candidates who have successfully completed TPA 001 prior to 1/1/2018 will continue to complete CalTPA 1-4.
- Satisfactory completion of student teaching.
- Complete courses within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Record (100 hours).
- All students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.

- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
  - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
  - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
  - Transfer a Critical Thinking course.
  - Previous completion of an Associate of Arts or higher degree from UOPX.
  - Previous completion of a Critical Thinking course with UOPX
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course are not required to take GEN 127 or GEN 201.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program (R1, R2, E1).
- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Completed within ten years of enrollment (5 years School of Nursing)
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits

    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- Candidates must provide verification of the following prior to beginning student teaching. Candidates must provide:
  - Verification of content knowledge mastery prior to student teaching (CSET content exam)
  - Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
  - Candidates who have successfully completed TPA/001 prior to 1/1/2018: Passing score on CalTPA 1 (Subject- Specific Pedagogy) and CalTPA 2 (Designing Instruction)
  - Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
  - Verification of the completion of 100 hours of field experience.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
  - All students must complete GEN 201 or GEN 127 and BSLS 101CA as the first two courses at the University.
  - BSLS students are not required to enroll in the First-Year Sequence.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
- A candidate must earn a grade of "C" or better in the following course. Grades of "I" and "C-" are not accepted: HIS 110CA.

Minimum Grade Requirements for the BSLS
- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: EED 498CA, EED 499CA, EED 491CA, EED 492CA
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required

Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 498CA, EED 499CA, GEN 127, GEN 201

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

BSLS Orientation, 0 credits

Must include: BSLS 101CA, Orientation to Liberal Studies in Education

English/Language Arts, 21 credits

Must include the following:
Must include HUM 115
B Track must include ENG 147
6 credits in Writing (RDG 201CA)
3 credits in Communication
3 credits in Linguistics
3 credits in American Literature
3 credits in Reading

Mathematics, 12 credits
Must include: MTH 213CA & MTH 214CA
Effective for Enrollment Agreements sign 6/1/2016 or later, must include
6 credits of quantitative reasoning or higher

Physical/Biological Science, 12 credits
Must include the following:
3 credits in Physics
3 credits in Biology
3 credits in Chemistry
3 credits in Earth Science
(recommended to include two lab sciences)

Social Studies, 15 credits
Must include the following:
6 credits in World History
3 credits in CA History (HIS 305CA)
6 credits in U.S. History (HIS 110CA)

Fine Arts, 9 credits
Must include: ARTS 100CA, ARTS 230CA, and ARTS 340CA

Humanities, 6 credits
Must include: HUM 375CA and PHL 310CA

Health/Physical Education, 6 credits
Must include the following:
3 credits in Health/PE (HPE 170CA)
3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student's degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc,.) and must be completed at University of Phoenix: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
- Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Re-entry for the BSLS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since

a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking more than student teaching, internship or practicum and meet the following criteria are eligible for reentry into their current program version.

- Met Level 2 Candidacy
- Have 60 or more applied credits
- The ability to satisfy all program requirements within their original program completion deadline

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).
- Candidates must provide proof of certification in cardio pulmonary resuscitation (CPR).
- Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.

- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and

- All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official

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translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:

- achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University

-or-

- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies

- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a master level program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 71 to 92 weeks, Health Services Administration (single degree) - 87 to 102 weeks, Health Services Administration (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Humanities & Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Humanities & Sciences (Counseling) - 132 to 179 weeks, Information Systems & Technology - 84 weeks, Business - 84 to 102 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-humanities-and-sciences/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msc-mfct.

Program Purpose

This program meets the California Marriage Family and Child Therapy educational requirements for registration with the Board of Behavioral Sciences (BBS) as an MFT intern. Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the MFT licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and eliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes
- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502..0 credits
Graduate Portfolio I

CCMH 510 ~ ....3 credits
Multi-Cultural Issues in Mental Health Counseling

CCMH 504 ~ ....3 credits
Individual and Family Development Across the Life Span

CCMH 506 ~ ....3 credits
Personality Theories and Counseling Models

MFCC 551CA ~ ....3 credits
Legal and Ethical Issues in Marriage and Family Therapy

CCMH 551 ~ ....3 credits
Individual Counseling

CCMH 525 ~ ....3 credits
Research Methods for Mental Health Counselors

CCMH 535 ~ ....3 credits
Psychometrics

CCMH 544 ~ ....3 credits
Introduction to Clinical Assessment

CCMH 548 ~ .... 3 credit
Psychopathology: Advanced Clinical Assessment

CNSL 556 ~ ....0 credits
Portfolio II

MFCC 556 ~ ....3 credits
Family Systems Theory

MFCC 561 ~ ....3 credits
Family Interventions

CCMH 568 ~ ....3 credits
Group Counseling

CCMH 521 ~ ....3 credits
Psychopharmacology/Biological Basis of Behavior

CCMH 561 ~ ....3 credits
Dependency and Addictions

MFCC 591O ~ ....0 credits
Orientation To Practicum in Marriage and Family Counseling

MFCC 537 ~ ....3 credits
Child and Adolescent Counseling

CCMH 540 ~ ....3 credits
Career and Vocational Counseling

MFCC 567 ~ ....3 credits
Seminar in Marriage and Family Counseling

MFCC 591 ~ ....3 credits
Pre-Practicum in Marriage and Family Counseling

MFCC 599A ~ ....3 credits
Practicum in Marriage and Family Counseling A

MFCC 599B ~ ....3 credits
Practicum in Marriage and Family Counseling B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT
- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT
- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.

- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Humanities and Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 591, MFCC 599A, MFCC 599B

Re-entry for the MSC/MFCT

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class.

If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

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SCHOOL OF BUSINESS

We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:

- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515...3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 ....3 credits
Management
HRM 531 ~ ....3 credits
Human Capital Management
LDR 531 ~...3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~ ....3 credits
Accounting
FIN 571 ~ ....3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~ ....3 credits
Operations Management
QNT 561 ~...3 credits
Applied Business Research & Statistics

Integrative Business Capstone, 3 total credits

STR 581 ~..3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

• Completion of a minimum of 36 credits
• A minimum grade point average (GPA) of 3.0.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as:
  Master of Business Administration

Academic Progression Requirements for the MBA

• MGT 521 must be the first course taken.
• Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
• Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
• Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
• Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  • Successful completion of BUS/515, Seminar in Business Topics.
  • Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
• In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  • The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- The following courses may not be waived: MGT 521, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Business Administration (Certificate Track)

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515 .... 3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management

LDR 531 ~...3 credits
Organizational Leadership
Business Environment, 6 total credits
LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics
Business Functional Areas, 9 total credits
ACC 561 ~ ....3 credits
Accounting
FIN 571 ~..3 credits
Corporate Finance
MKT 571 ~...3 credits
Marketing
Business Technical Skills, 6 total credits
OPS 571 ~ ....3 credits
Operations Management
QNT 561 ~...3 credits
Applied Business Research & Statistics
Integrative Business Capstone, 3 total credits
STR 581 ~...3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Accounting Concentration

Students in the Master of Business Administration Concentration in Accounting (Certificate Track) will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The program is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-accc.

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC/541-Accounting Theory & Research).

Foundational Coursework:
ACC 541 ~ ....3 credits
Accounting Theory & Research
Graduate Accounting Electives (Select 3):
ACC 542 ~ ....3 credits
Accounting Information Systems
ACC 543 ~ ....3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~ ....3 credits
Internal Control Systems
ACC 545 ~ ....3 credits
Financial Reporting
ACC 546 ~ ....3 credits
Auditing
ACC 547 ~ ....3 credits
Taxation
ACC 548 ~ ....3 credits
Not-for-Profit & Government Accounting
ACC 556 ~ ....3 credits
Forensic Accounting
ETH 557 ~ ....3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University's Accounting Concentration.

California Students:

The Master of Business Administration with a concentration in Accounting (MBA/ACCC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.

Human Resource Management Concentration

The Master of Business Administration Concentration in Human Resource Management (Certificate Track) program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrmc.

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required

course of study and 12 credits from the HRM concentration course-work (3 of which must include HRM/595-Human Resource Capstone Course).

Graduate Human Resource Management Electives (Select 3):

HRM 546 ~.. 3 credits

Human Resource Law

HRM 558 ~.. 3 credits

Research in Human Resource Management

HRM 548 ~.. 3 credits

Recruitment and Retention Practices

HRM 552 ~.. 3 credits

Organizational Training and Development

Foundational Coursework:

HRM 595 ~.. 3 credits

Human Resource Capstone Course

Marketing Concentration

Students in the Master of Business Administration Concentration in Marketing (Certificate Track) program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The program is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mktc.

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific cred-its beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT/593-Product Design and Development Course).

Graduate Marketing Electives (Select 3):

MKT 544 ~ .... 3 credits

Integrated Marketing Communications

MKT 554 ~ .... 3 credits

Consumer Behavior

MKT 552 ~ .... 3 credits

Technology Applications and e-Marketing

MKT 562 ~ .... 3 credits

Advanced International Marketing

Foundational Coursework:

MKT 593 ~ .... 3 credits

Product Design and Development

Project Management Concentration

Students in the Master of Business Administration Concentration in Project Management (Certificate Track) program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project®software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in

preparation for Project Management Professional (PMP) certification. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc.

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.

Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

PM 571 ~ .... 3 credits

Project Management

PM 582 ~ .... 3 credits

Project Leadership

PM 584 ~ .... 3 credits

Project Risk Management

PM 586 ~ .... 3 credits

Project Quality Management

PM 598 ~ .... 3 credits

Project Management Capstone

The University reserves the right to modify the required course of study.

General Information for the MBA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 48-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
  - Successful completion of all courses outlined in the enrollment agreement for the certificate.
  - Achievement of the minimum program GPA.
  - Fulfillment of the minimum University residency requirement.

Master Degree Program and Concentration	En-Route Certificate
Master of Business Administration Concentration in Accounting	Graduate Accounting Certificate (CERT/G-ACC)
Master of Business Administration Concentration in Human Resource Management	Graduate Human Resource Management Certificate (CERT/G-HRM)
Master of Business Administration Concentration in Marketing	Graduate Marketing Certificate (CERT/G-MKT)
Master of Business Administration Concentration in Project Management	Graduate Project Management (G-PM)

- Students can only earn one certificate en-route to completing the graduate program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Business Administration

Academic Progression Requirements for the MBA
- The Program Requirement in Management must be completed first.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 023 program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.

- Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: ACC 541, HRM 595, MGT 521, MKT 593, PM 598, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Management

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The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful leadership and entrepreneurship practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive leadership, entrepreneurship and management industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate the implications of change and its impact on diverse stakeholders within the organization.
- Students will apply key skills to synchronize human and material resources within a dynamic organization.
- Students will apply key skills to function as change leaders to advance organizational goals.
- Students will apply appropriate leadership theories, models, and tools for solving complex organizational problems.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 9 total credits

BUS 511 .... 3 credits
Managing the Business Environment
BUS 502 .... 3 credits
The External Factors that Impact Business
BUS 503 .... 3 credits
Accounting and Financial Decision Making
Entrepreneurial Leadership, 3 total credits
ENT 527 ~ .... 3 credits
Opportunity Assessment and Innovation

Communications, 3 total credits

COM 539 ~ .... 3 credits
Communications: Selling and Customer Engagement
Leadership, 3 total credits
LDR 535 .... 3 credits
Leading Change
Strategic Marketing, 3 total credits
MKT 575 ~ .... 3 credits
Marketing Strategy
Research, 3 total credits
DAT 565 ~... 3 credits
Data Analysis and Business Analytics
Business Law, 3 total credits
LAW 531 ~.. 3 credits
Business Law
Technology, 3 total credits
ENT 586 ~ .... 3 credits
Informational Technology for Entrepreneurs and Leaders
Budgetary Finance, 3 total credits
FIN 575 ~ .... 3 credits
Project Budget and Finance
Management, 3 total credits
MGT 521 .... 3 credits
Management
Entrepreneurial Project, 3 total credits
ENT 588 ~ .... 3 credits
Innovation and Design: Capstone Project
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

- Completion of a minimum of 39 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Management

Academic Progression for the MM

- Students must complete the following three Master of Management (MM) foundational courses before proceeding into any additional coursework for the program: BUS 502, BUS 503, BUS 511

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

- Successful completion of the three foundational courses (BUS 511, BUS 502, and BUS 503) or equivalents.
- Undergraduate degree in Business, Management or Accounting completed within 10 years from current program enrollment agreement sign date.
- Graduate degree in Business.
- At least 30 credits in undergraduate, graduate and/or doctoral level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Only the three foundational courses can be waived, no other required course of study courses can be waived.

Re-entry for the MM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

COLLEGE OF HEALTH PROFESSIONS

University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511...3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ....3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ....3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ....3 credits
Human Resources Management
NSG 567 ....3 credits
Financial Resources Management in Health Care
NSG 516AD ~ ....3 credits
Practicum I
NSG 517AD ~ ....3 credits
Practicum II
Graduate Elective Requirement...6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

Minimum Grade Requirements for the MSN/ADM

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically

- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .... 3 credits
Theory-Based Nursing Practice
NUR 403 .... 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391 .... 3 credits
Professional Nursing Practice
NUR 440 .... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443 .... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~... 3 credits
Contemporary Nursing Practice
NSG 512 ~... 3 credits
Nursing Research
NSG 513 ~... 3 credits
Inter-professional Leadership and Management
NSG 514 ~... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ~... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ~... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ~... 3 credits
Human Resources Management
NSG 567 ~... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~.. 3 credits
Practicum I
NSG 517AD ~.. 3 credits
Practicum II
Graduate Elective Requirement .... 6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

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The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511...3 credits
Contemporary Nursing Practice

NSG 512 ....3 credits
Nursing Research

NSG 513 ....3 credits
Inter-professional Leadership and Management

NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends

NSG 501 ....3 credits
Pathophysiology, Assessment Variables and Pharmacology I

NSG 502 ~ ....3 credits
Pathophysiology, Assessment Variables & Pharmacology II

NSG 531 ....3 credits
Program and Course Development

NSG 532 ....3 credits
Innovative Curriculum Design

NSG 533 ....3 credits
Educational Assessment and Evaluation

NSG 534 ....3 credits
Facilitating Engaged Learning

NSG 516ED ~...3 credits
Practicum I

NSG 517ED ~...3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education Bridge
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The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .... 3 credits
Theory-Based Nursing Practice
NUR 403.. 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391.. 3 credits
Professional Nursing Practice
NUR 440.. 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443.. 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~... 3 credits
Contemporary Nursing Practice
NSG 512 ~... 3 credits
Nursing Research
NSG 513 ~... 3 credits
Inter-professional Leadership and Management
NSG 514 ~... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ~... 3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~... 3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ~... 3 credits
Program and Course Development
NSG 532 ~... 3 credits
Innovative Curriculum Design
NSG 533 ~... 3 credits
Educational Assessment and Evaluation
NSG 534 ~... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.

• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.

• Current employment is not a requirement for admission.

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing/Family Nurse Practitioner

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. The MSN/FNP program is 47 graduate credits. Students complete core courses in advanced nursing content and process, then complete the Family Nurse Practitioner (FNP) course sequence. The FNP courses focus on the health care needs of people through the life span. Graduates of the FNP program are prepared for independent and collaborative decision making in health promotion and maintenance, with an emphasis on primary care across the life span. Graduates are eligible to take the National Certification Exam.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-fnp.

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice to function in leadership roles in practice and educational settings and emphasizes comprehensive, preventative care in addition to treatment. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will obtain and accurately document a relevant health history for patients in all phases of the individual and family life cycle.
- Students will perform and document appropriate comprehensive or symptom-focused physical examinations on patients
- Students will order, perform, and interpret age-, gender-, and condition-specific diagnostic tests and screening procedures.
- Students will formulate comprehensive differential diagnoses.
- Students will provide health protection, health promotion, disease prevention interventions, and treatment strategies to improve or maintain optimum health for all family members.
- Students will treat common acute and chronic physical and mental illnesses, and common injuries, in people of all ages to minimize the development of complications, and promote function and quality of living.
- Students will practice lawfully based on the state's Nurse Practice Act, which includes the methodology of practice (California students: specifically standardized procedures and furnishing number).

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introduction, 1 Total Credit

HCS 504 .... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Theory, 3 Total Credits

NUR 513 ~..3 credits
Theoretical Foundations of Practice

Research, 3 Total Credits

NUR 518 ~..3 credits
Analysis of Research Reports

Pharmacology, 3 Total Credits

HCS 507 ~..3 credits
Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits

HCS 510 ~..4 credits
Advanced Pathophysiology

Role, 3 Total Credits

NRP 505 ~ ....3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits

NRP 516 ~ ....4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits

NRP 552 ~ ....2 credits
Clinical Procedures
NRP 566 ~ ....4 credits
Preceptorship

Leadership, 3 Total Credits

NUR 550 ~..3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits

NRP 540 ~ ....5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits

NRP 545A ~ ....4 credits
Adult and Geriatric Management
NRP 545B ~..4 credits
Adult and Geriatric Management

Women's Health, 4 Total Credits

NRP 560 ~ ....4 credits
Management of Women's Health Issues

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/FNP

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- FNP Program Manager's signature on the applicant's Program Eligibility Verification letter, transcripts, and resume. Evidence that these requirements have been met must be uploaded to the student's record along with the Program Eligibility Verification letter.
  - Equivalent grade of "B-" or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy and Physiology, Pharmacology, Pathophysiology and Microbiology.
  - A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one year experience (from the two years clinical based RN experience), in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER), or comparable experience. The remaining year can be fulfilled with health care experience.

- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Signed Professional Non-Academic Requirement form
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Enrollment Agreements signed 7/1/2016 or later, signed Clinical Assurance Statement form

Academic Progression Requirements for the MSN/FNP

- Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade.
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR443 and NUR 440 with a "B" or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, NUR 550, NRP 516, HCS 510 and HCS 507.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues and may not be taken concurrently with any other course. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 516, NRP 545A, NRP 545B, NRP 540, NRP 560 and NRP 566.
- Following completion of the clinical courses NRP 516, NRP 545A, NRP 545B, NRP 540 and NRP 560, students may progress to NRP 566 Preceptorship.
- The verification of the background check must be completed by the end of HCS 510.

Minimum Grade Requirements for the MSN/FNP

- If students do not pass the bridge courses NUR 403, NUR 443 and NUR 440 with a "B" or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed one attempt to repeat each class once. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal.
- All students are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Degree Requirements for the MSN/FNP

- Completion of a minimum of 47 credits (56 credits for MSN/FNP bridge).
- A minimum program grade point average (GPA) of 3.0.
  Grades earned in MSN/FNP bridge courses are calculated in the MSN/FNP grade point average (GPA).
- Satisfactory completion of NRP 566 Preceptorship
- The diploma awarded for this program will read as:
  Master of Science in Nursing
  Family Nurse Practitioner

Residency Requirements and Course Waivers for the MSN/FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 38 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study upon review by the Dean of Nursing via the Student Appeals Center (SAC).

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504 and NRP 566

Re-entry for the MSN/FNP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

COLLEGE OF EDUCATION (Sacramento Valley)

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ci.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516 .... 1 credit
Professional Communications
CUR 505..3 credits
Social and Global Perspectives of Teacher Leadership
CUR 506..3 credits
Theories and Best Practices of Curriculum and Instruction
CUR 515 ~ ....3 credits
Critical Thinking and Innovative Skills

CUR 520..3 credits
Advocating for Learning
CUR 525..3 credits
Ethical Issues in Education
CUR 530 ~ ....3 credits
Assessment and Evaluation Models
CUR 535 ~ ....4 credits
Research for Improved Practice
CUR 540..3 credits
Methods of Coaching in the Instructional Setting
CUR 545..3 credits
Using Technology for Teaching and Learning
CUR 550..3 credits
Engaging in Communities of Practice
CUR 555..3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/authorized by the country's Ministry of Education.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. Students in the MAED/CI who waive courses using an approved certification may exceed the maximum waiver limit for their program.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Effective 4/1/2018, candidates with a current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI program: CUR 506, CUR 505, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 6 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)

- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program.

Re-entry for the MAED/CI

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

For more information about our graduation rates, the median debt

of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-aet.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.
- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520 ....3 credits
Organizational Communication for Adult Education and Training

AET 500 ....3 credits
Foundations of Adult Learning Theory

AET 508 ....3 credits
Community-Based Education

CUR 516 ~ ....4 credits
Curriculum Theory and Instructional Design

CUR 518 ~ ....3 credits
Multicultural Strategies for the Adult Learner

CUR 528 ~ ....3 credits
Assessment of Learning

CUR 532 ~ ....3 credits
Facilitating Online Learning

AET 552 ....3 credits
Marketing Adult Education

AET 560 ....3 credits
Facilitating Change

AET 562 ....3 credits
Social Media for Professional Learning

AET 570 ~..3 credits
Program Development in Adult Education

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
  Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	MTE 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-S	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) SEC 508 (3 credits) MTE 562 (3 credits) Total credits: 8
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

The following course in the Required Course of Study may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience. In addition to the requirements listed above, students seeking a California teaching license must also have:

• Certificate of Clearance;

• Pass CBEST, CSET, & RICA examinations;

• Successfully complete a US Constitution course;

• CalTPA assessments;

• Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

• Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.

• Students will be able to evaluate effective professional practice in elementary education.

• Students will be able to apply professional ethics to their instructional practices in elementary education.

• Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.

• Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA..0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518CA ~ ....3 credits
Models, Theories, and Instructional Strategies
MTE 522CA..3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ ....3 credits
Assessment and Evaluation

Reading, 4 total credits

RDG 537CA ~ ....4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits

ELL 500..3 credits
Instructional Methods for English Language Learners
SPE 514CA ....2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531..2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA..4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534..2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537..2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
ELM 590 ~ ....4 credits
Elementary Student Teaching Part A
ELM 595 ~ ....4 credits
Elementary Student Teaching Part B
Students with no prior completion of a TPA course as of 1/1/2018 and later:
ELM 586 ~ ....4 credits
Elementary Clinical Practice A
ELM 587 ~ ....4 credits
Elementary Clinical Practice B
The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~ ....**1** credit
Subject Specific Pedagogy
TPA 002 ~ ....**1** credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~ ....1 credit
TPA Planning and Instruction
TPA 200 ~ ....1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency

- Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
- Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience

- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-E

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: ELM 590, ELM 595, ELM 586, ELM 587
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.

- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)

- US Constitution (units or exam)
- Negative TB results or negative chest xray
- Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.
- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one

year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500 ....3 credits
Foundations of Adult Learning Theory
AET 552 ....3 credits
Marketing Adult Education
AET 560 ....3 credits
Facilitating Change
AET 562 ....3 credits
Social Media for Professional Learning
ONL 507 ....3 credits
K-12 Cybertraps: Strategies for Teaching Digital Citizenship

Elective Two, 3 total credits

CUR 520...3 credits
Advocating for Learning
CUR 525...3 credits
Ethical Issues in Education
CUR 550...3 credits
Engaging in Communities of Practice
CUR 555...3 credits

Professional Learning for Continuous Improvement
EDUC 525 .... 3 credits
Theories of Growing and Learning
ADM 515.. 3 credits
Ethical and Legal Issues for Educators
TECH 525... 3 credits
Becoming a Connected Educator
The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

• Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.

• The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
  Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

• Applicants to this program must have completed all course work from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.

• Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES

• Completion of a minimum of 32 credits to earn a university degree.

• Completion of two (2) MAED/ES Elective courses in addition to all completed course work from the previous pre-licensure program, with the exception of student teaching.

• A minimum grade point average (GPA) of 3.0.

• MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.

• The diploma awarded for this program will read as:
  Master of Arts in Education
  Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.
MAED/TED-E
MAED/TED-S
MAED/SPE

MAED/ECH
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

• Certificate of Clearance;

• Pass CBEST & CSET examinations;

• Successfully complete a US Constitution course;

• CalTPA assessments;

• Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/

programs/maed-ted-s.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections for the MAED/TED-S

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA..0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508CA ~ ....3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523CA...3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ ....3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542CA ~ ....3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

ELL 500...3 credits
Instructional Methods for English Language Learners
SPE 514CA ....2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 528CA...3 credits
Curriculum Constructs and Assessment: Visual Arts
MTE 564CA...3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566CA...3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567CA ....3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569CA ....3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551CA ....3 credits
Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits

MTE 541CA ....2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
SEC 590 ~ ....4 credits
Secondary Student Teaching Part A
SEC 595 ~ ....4 credits
Secondary Student Teaching Part B
Students with no prior completion of a TPA course as of 1/1/2018 and later:
SEC 586 ~ ....4 credits
Secondary Clinical Practice A
SEC 587 ~ ....4 credits
Secondary Clinical Practice B
The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~..**1** credit
Subject Specific Pedagogy
TPA 002 ~..**1** credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~...1 credit
TPA Planning and Instruction

TPA 200 ~ ....1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree (in a major other than education) or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.

- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list

below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: SEC 590, SEC 595, SEC 586, SEC 587
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
    - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
    - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551CA, MTE 541CA, MTE 564CA, SEC 590, SEC 595.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in

order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
    - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

        -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
    - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

        -Students may request an exemption from this policy

when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.

- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.

- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Negative TB results or negative chest xray
  - Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.

- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.
- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Administration and Supervision (Non-Licensure) (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM2) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program provides a masters degree, non-licensure, for alternative path California approved principal licensed individuals. The program enhances the California Administrative standards by addressing knowledge, skills and dispositions to be successful school leaders who can apply theory to practice. This program encompasses instructional leadership, organizational management, technology management and date-driven decision-making. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm2.

Program Purpose

The Master of Arts in Education/Administration and Supervision (non-licensure track) is a graduate degree program intended for CA licensed principals to further expand their education in leadership and theory in education administration. Candidates for this program must have a bachelor's degree and a CA principal license. This program does not prepare students for any type of professional certification or licensure as a teacher, principal or administrator.

Preferred Sequence for the MAED/ADM2

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

ADMIN 500 .... 0 credits
Orientation to Administration and Supervision

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Action Research and Evaluation, 4 total credits

EDD 581 .... 4 credits
Action Research and Evaluation

Administrative Internship/Practicum, 3 total credits

ADMIN 594A .... 1 credit
Administrative Practicum Part I: Instructional Leadership
ADMIN 594B ~ .... 1 credit
Administrative Practicum Part II: Organizational Management
ADMIN 594C ~ .... 1 credit
Principal Practicum Part III: Prof Perspectives & Ref Prac

Introduction to the Principalship, 12 total credits

ADMIN 518 .... 3 credits
Leadership and Collaborative Processes
ADMIN 570 .... 3 credits
Equity, Diversity, and Access in Education
ADMIN 555 .... 3 credits
School Policy and Law for Principals

ADMIN 575 .... 3 credits
Family, Community and Media Relations

Functions and Strategies, 15 total credits

ADMIN 524 .... 3 credits
Supervision of Curriculum, Instruction and Assessment
ADMIN 528 .... 3 credits
Administration of Special Programs
ADMIN 535 .... 3 credits
Business and Facilities Management
ADMIN 560 .... 3 credits
Human Resources Leadership and Management
ADMIN 565 .... 3 credits
School Improvement Processes

Administrative Elective, 3 total credits

AET 560 .... 3 credits
Facilitating Change
AET 562 .... 3 credits
Social Media for Professional Learning
CUR 550 .... 3 credits
Engaging in Communities of Practice
CUR 555 .... 3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/ADM2

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Must be a California resident and have completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, and hold a CA Preliminary Administrator Service Credential or a California Administrative Service Certificate of Eligibility, in addition to their undergraduate degree.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Current negative TB test, or other approved TB clearance documentation.

Degree Requirements for the MAED/ADM2

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Administration and Supervision

Minimum Grade Requirement for the MAED/ADM2

- Candidates must earn a "B" or better in all internship courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or internship: ADMIN 594A, ADMIN 594B, ADMIN 594C
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be scholastically suspended and permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM2

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 12 graduate level credits at the University.
- Students in this program may waive a maximum of 26 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program. The Principal Internship/Practicum experiences for CA residents have been satisfied through practicum/clinical experiences completed prior to receiving their license. CA residents will waive the following courses in this program: ADMIN 500, ADMIN 518, ADMIN 524, ADMIN 535, ADMIN 565, ADMIN 575, ADMIN 594A, ADMIN 594B, ADMIN 594C, CUR 555, EDD 581
- The following courses in the Required Course of Study may not be waived: ADMIN 528, ADMIN 555, ADMIN 560, ADMIN 570, COM 516

Internship/Practicum and Field Experience for the MAED/ADM2

Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, CA residents may waive the following practicum and field experiences in this program:

Internship/Practicum Policies

- The Administrative Internship/Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship/practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship/practicum courses concurrently with the internship/practicum experience. If a candidate chooses to postpone the internship/practicum, he/she must postpone their enrollment in the internship/practicum courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
    - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
    - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these

exceptions approved.
- Unapproved self-terminations of an internship:
  - Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.

    -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  - Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.

    -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Field Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/ADM2

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM2

- The MAED/ADM2 program is Non-Licensure. Graduates of this program will not receive an IR.

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PROFESSIONAL PROGRAMS

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CREDIT-BEARING CERTIFICATE PROGRAMS

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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements
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All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.

- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

The established "normal time" to complete a certificate program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 25 to 64 weeks, Health Services Administration - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 46 weeks, Humanities & Sciences - 24 to 40 weeks, Information Systems & Technology - 30 to 40 weeks, Business - 27 to 36 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - UNDERGRADUATE

Small Business Management and Entrepreneurship Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-sbe.

Required Course of Study for the CERT/SBE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
MGT 401 .... 3 credits
The Small Business: Structure, Planning and Funding
MGT 465 ~ .... 3 credits
Small Business and Entrepreneurial Planning
Students must choose 3 of the following:
OI 370 ~ .... 3 credits
Innovation for the 21st Century
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 418 ~ .... 3 credits
Evaluating New Business Opportunities
MKT 431 ~ .... 3 credits
Small Business Marketing
FIN 375 ~ .... 3 credits
Financial Management in the Small Business

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 465

Re-entry for the CERT/SBE

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization's operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization's operations management division.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ops.

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 305 ....3 credits
Systems Operations Management
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
ISCOM 374 ....3 credits
Integrated Logistics Management
Students must choose 3 of the following:
BIS 375 ~ ....3 credits
Supply Chain Information Management in Online Environments
ISCOM 361 ~...3 credits
Purchasing and Procurement
ISCOM 383 ~...3 credits
Global Value Chain Management
ISCOM 386 ~...3 credits
Service Operations Management
ISCOM 472 ~...3 credits
Lean Enterprise

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: ISCOM 374

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mkt.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421 ....3 credits
Marketing
MKT 435 ~...3 credits
Consumer Behavior
MKT 498 ~...3 credits
Integrated Marketing Strategies
Students must choose 3 of the following:
BRM 353 ~ ....3 credits
Product and Brand Management
MKT 411 ~...3 credits
Green Marketing
MKT 438 ~...3 credits
Public Relations
MKT 441 ~...3 credits
Marketing Research
MKT 444 ~...3 credits
Hospitality Marketing
MKT 440 ~...3 credits
Fundamentals of Digital Marketing

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
    - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
    - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
    - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
    - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
    - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MKT 498

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-hrm.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 .... 3 credits
Fundamentals of Human Resource Management
MGT 434 ~ .... 3 credits
Employment Law
HRM 324 ~ .... 3 credits
Total Compensation
HRM 420 ~ .... 3 credits
Human Resource Risk Management
HRM 326 ~ .... 3 credits
Employee Development
HRM 498 ~ .... 3 credits
Strategic Human Resource Management and Emerging Issues
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: HRM 498

Re-entry for the CERT/HRM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mgt.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
MGT 498 ~ .... 3 credits
Strategic Management

Students must choose 4 of the following:

ACC 400 ~... 3 credits
Accounting for Decision Making
BRM 353 ~ .... 3 credits
Product and Brand Management
CPMGT 300 ~.. 3 credits
Project Management
FIN 419 ~ .... 3 credits
Finance for Decision Making
HM 370 ~ .... 3 credits
Hospitality Management
HRM 300 ~.. 3 credits
Fundamentals of Human Resource Management
HRM 326 ~.. 3 credits
Employee Development
ISCOM 305 ~... 3 credits
Systems Operations Management
ISCOM 370 ~... 3 credits
Strategic Supply Chain Management
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 317 ~... 3 credits
Critical Skills in Management
MGT 411 ~ .... 3 credits
Innovative and Creative Business Thinking
MGT 418 ~ .... 3 credits
Evaluating New Business Opportunities

MGT 420 ~ .... 3 credits
Managing Quality in the Supply Chain
MGT 426 ~ .... 3 credits
Managing Change in the Workplace
MKT 445 ~ .... 3 credits
Sales, Tools and Strategies
MKT 448 ~ .... 3 credits
Web Analytics for Digital Marketing
OI 370 ~ .... 3 credits
Innovation for the 21st Century
MGT 445 ~ .... 3 credits
Organizational Negotiations
MUS 320 .... 3 credits
The Music Business Today

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 498

Re-entry for the CERT/MGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business or the Bachelor of Science in Management and must be completed via the Online modality.

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-pm.

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312...3 credits
Organizational Behavior for Managers
CPMGT 300...3 credits
Project Management
CPMGT 301 ~ ....3 credits
Strategic Portfolio and Project Management
CPMGT 302 ~ ....3 credits
Procurement and Risk Management
CPMGT 303 ~ ....3 credits
Project Estimating and Control Techniques
CPMGT 305 ~ ....3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: CPMGT 305

Re-entry for the CERT/PM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/ BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/cert-finp.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370... 3 credits
Finance for Business

FIN 420 ~ ....3 credits
Personal Financial Planning
FIN 486 ~ ....3 credits
Strategic Financial Management
Students must choose 3 of the following:
FIN 366 ~ ....3 credits
Financial Institutions
FIN 402 ~ ....3 credits
Investment Fundamentals and Portfolio Management
FIN 467 ~ ....3 credits
Real Estate Investment
FIN 422 ~ ....3 credits
Retirement and Benefit Planning
FIN 428 ~ ....3 credits
Insurance for Financial Planning
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.
All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.
Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.
Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
Re-entry students whose program version is not the most current

in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

Long Term Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Health Administration and must be completed via the Online modality.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/ltc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply concepts of long-term care administration within the industry.
- Learners will analyze health and wellness concepts to address the needs of various Long Term Care populations.
- Learners will integrate ethical principles into all aspects of the Long Term Care industry.
- Learners will explain products and services to address the needs of various Long Term Care populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 .... 3 credits
Foundations for General Education and Professional Success
HCS 437 .... 3 credits
Long-term Care Administration
HCS 433 ~ .... 3 credits
Dimensions of Health and the Older Adult

Residency Requirements and Course Waivers for the LTC

LTC 315 ~ .... 3 credits
Alternative Living Environments
LTC 328 ~ .... 3 credits
Legal Perspectives in Aging
LTC 310 ~ .... 3 credits
Social and Community Related Programs and Services

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Long Term Care

Students must meet established University residency requirement

for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/ BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-nad.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles in nursing administration. Upon completion of the certificate program, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557 .... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 .... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 .... 3 credits
Human Resources Management

NSG 567 .... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~... 3 credits
Practicum I
NSG 517AD ~... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico

- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD
- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD
- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD
- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
    - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
    - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
    - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement

- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD
- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NAD
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
    - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
    - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
    - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ned.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Upon completion of the certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531 .... 3 credits
Program and Course Development
NSG 532 .... 3 credits
Innovative Curriculum Design
NSG 533 .... 3 credits
Educational Assessment and Evaluation
NSG 534 .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/ NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Program Category Requirements and Course Selections

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate/Family Nurse Practitioner
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The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.
....

The Family Nurse Practitioner Post Master's Certificate is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

The Family Nurse Practitioner Post Master's certificate curriculum consists of 41 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/fnp.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number. All general academic policies of the University of Phoenix are applicable.

Introduction, 1 Total Credit
HCS 504 ....1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Pharmacology, 3 Total Credits
HCS 507 ~ +.. 3 credits
Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits
HCS 510 ~ +.. 4 credits
Advanced Pathophysiology

Role, 3 Total Credits
NRP 505 ~ + ... 3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits
NRP 516 ~ + ... 4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits
NRP 552 ~ + ... 2 credits
Clinical Procedures
NRP 566 ~ + ... 4 credits
Preceptorship

Leadership, 3 Total Credits
NUR 550 ~ +... 3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits
NRP 540 ~ + ... 5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits
NRP 545A ~ + ... 4 credits
Adult and Geriatric Management
NRP 545B ~ + ... 4 credits
Adult and Geriatric Management

Women's Health, 4 Total Credits
NRP 560 ~ + ... 4 credits
Management of Women's Health Issues

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the FNP
All applicants are expected to meet the following admissions requirements:

- A graduate degree in nursing (MSN or MN) from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Current employment is not a requirement for admission.
- FNP Program Manager's signature on the applicant's Program Eligibility Verification letter, transcripts, and resume. Evidence that these requirements have been met must be uploaded to the student's eXp file along with the Program Eligibility Verification letter.
  - Equivalent grade of "B-" or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy and Physiology, Pharmacology, Pathophysiology and Microbiology.
  - A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one-year experience (from the two years clinical based RN experience), in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER), or comparable experiences. The remaining year can be fulfilled with health care experience.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- A signed Professional Non-Academic Requirement form.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Enrollment Agreements signed 7/1/2016 or later, signed Clinical Assurance Statement form

Additional Academic Progression Requirements for the FNP
- Students in the FNP certificate program are required to earn a minimum grade of "B" in all nurse practitioner courses.
- Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade.
- Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, HCS 507, NRP 516, and HCS 510

- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues and may not be taken concurrently with any other course. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560.
- Following completion of the clinical courses NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560, students may progress to NRP 566 Preceptorship.
- All students must have the following documentation current and in effect by the end of HCS 510 Advanced Pathophysiology and throughout the remainder of the Required Course of Study:
  - Documentation of current medical information including a Hepatitis B immunization or titer (or signed University of Phoenix declination form), negative TB skin test or University of Phoenix TB symptom survey questionnaire, and immunization against measles and Rubella (MMR/MR) and Tetanus/Diphtheria (TD).
  - Current Basic Cardiac Life Support certification (BCLS).
  - Completed and verified negative criminal background check.
  - Practice lab participation release form.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Minimum Grade Requirements for the FNP

- Students in the FNP certificate program are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement

- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Certificate Requirements for the FNP

- A minimum of 41 graduate credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
- The certificate awarded for this program will read as: Family Nurse Practitioner

Residency Requirements and Course Waivers for the FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 26 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from the Required Course of Study based upon review of previous nurse practitioner coursework or equivalent by the Dean of Nursing via the Student Appeals Center (SAC).

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, NRP 566

Re-entry for the FNP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:
- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)

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TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs (except AAPF)	$398.00	$250.00	N/A	N/A
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	$698.00	$465.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$390.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs below)	$698.00	$475.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$390.00	N/A	N/A
CERT/CTEL Program	$175.00	$175.00	N/A	N/A
Non-Degree Single Courses (Undergraduate Level)	$398.00	$250.00	$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates ¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions ¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program ¤

d) Continuing Students in any MSC program ¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Sacramento Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
AAIT (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 410.00
BA/ENG (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BA/ENG (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 540.00
BS/EVS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/EVS (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 540.00
BS/HIS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 410.00
BS/HIS (Level 300 and Level 400)	$ 435.00	$ 435.00	$ 435.00
BS/P (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/P (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSACC (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSACC (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSB (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSB (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSCJA (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSHA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHA (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
BSHS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHS (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSLS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSLS (Level 300 and Level 400)	$ 420.00	$ 420.00	$ 420.00
BSM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSM/MAN (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM/MAN (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSIT (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSIT (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
BSN (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSN (Level 300 and Level 400)	$ 510.00	$ 510.00	$ 510.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
P/VN/BSN (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
P/VN/BSN (Level 300 and Level 400)	$ 510.00	$ 510.00	$ 510.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00	$ 540.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/OSM (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/FCS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/FCS (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/ISS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/ISS (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
HRM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
HRM (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
PM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
PM (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (Sacramento Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
FNP	$ 595.00	$ 595.00	$ 620.00
MAED	$ 540.00	$ 540.00	$ 585.00
MBA	$ 740.00	$ 740.00	$ 700.00
MSC	$ 620.00	$ 620.00	$ 620.00
MSN	$ 595.00	$ 595.00	$ 620.00
ASC	$ 540.00	$ 540.00	$ 585.00
CERT/CTEL	$ 175.00	$ 175.00	$ 175.00
CERT/MLFC	$ 620.00	$ 620.00	$ 620.00
MHA	$ 740.00	$ 740.00	$ 700.00
MM	$ 740.00	$ 740.00	$ 700.00
MSA	$ 740.00	$ 740.00	$ 700.00
MS/AJS	$ 740.00	$ 740.00	$ 700.00
MS/P	$ 740.00	$ 740.00	$ 635.00
MPA	$ 740.00	$ 740.00	$ 700.00
NHCE	$ 595.00	$ 595.00	$ 620.00
CERT/NED	$ 595.00	$ 595.00	$ 620.00
CERT/NAD	$ 595.00	$ 595.00	$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

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FEES (Sacramento Valley)
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Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		
Certificate of Clearance	$ 132.50 - $162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	$ 0.00 - $50.00	
CBEST Examination	$ 41.00 - $102.00	
CSET Examination	$ 99.00 - $134.00	
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
Resource Fees+ (if applicable) Undergraduate Graduate	$ 170.00 $ 195.00	Due in accordance with the payment option chosen in Financial Options Guide.
CLEP®/DSST Examination++ Student Exam Fees Military Exam Fees	$ 20.00 $ 0.00	Upon notification
Prior Learning Assessment Fees		If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Portfolio Submission Fee	$ 150.00	
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 502	$ 150.00	
CNSL 556	$ 150.00	
SCHC 556	$ 150.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

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TUITION AND FEES - ONLINE RATES

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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$575.00	N/A	N/A
MSC programs	$698.00	$550.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	$398.00	$250.00	$350.00	N/A
CCNA (students in CERT/CCNA see Bachelor Degree programs rates above)	$290.00	$250.00	N/A	N/A
CERT/APLUS	$290.00	$250.00	N/A	N/A
NETPLUS	$290.00	$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$475.00	N/A	N/A
CERT/CTEL Program (For CA residents only)	$175.00	$175.00	N/A	N/A
CERT/T2T-E Program	$280.00	$280.00	N/A	N/A
CERT/T2T-S Program	$280.00	$280.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/ECH Program	$400.00	$400.00	N/A	N/A
CERT/ALT-E Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/ALT-S Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/SPE	$540.00	$475.00	N/A	N/A
Doctoral	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level	$398.00	$250.00	$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Credit Recognition Program	$ 250.00	$ 250.00
Associates	$ 410.00	$ 410.00
School of Business (Level 100 and Level 200)	$ 415.00	$ 410.00
School of Business (Level 300 and Level 400)	$ 415.00	$ 635.00
School of Nursing (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Nursing (Level 300 and Level 400)	$ 510.00	$ 510.00
School of Health Services Administration (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Health Services Administration Level 300 and Level 400)	$ 635.00	$ 635.00
College of Education (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Education (Level 300 and Level 400)	$ 420.00	$ 420.00
College of Humanities and Sciences (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Humanities and Sciences (Level 300 and Level 400)	$ 630.00	$ 630.00
Please note that there are exceptions to the general college rate as listed below.		
BSEVS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSEVS (Level 300 and Level 400)	$ 450.00	$ 450.00
BAENG (Level 100 and Level 200)	$ 410.00	$ 410.00
BAENG (Level 300 and Level 400)	$ 450.00	$ 450.00
BSBIO (Level 100 and Level 200)	$ 410.00	$ 410.00
BSBIO (Level 300 and Level 400)	$ 435.00	$ 435.00
BSHST (Level 100 and Level 200)	$ 410.00	$ 410.00
BSHST (Level 300 and Level 400)	$ 435.00	$ 435.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00
CERT/MS	$ 415.00	$ 630.00
BSP (Level 100 and Level 200)	$ 410.00	$ 410.00
BSP (Level 300 and Level 400)	$ 585.00	$ 585.00
BSCPSS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCPSS (Level 300 and Level 400)	$ 610.00	$ 610.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCJA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSPA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSPA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSIOP (Level 100 and Level 200)	$ 415.00	$ 415.00
BSIOP (Level 300 and Level 400)	$ 415.00	$ 415.00
BSAP/MT (Level 100 and Level 200)	$ 415.00	$ 415.00
BSAP/MT (Level 300 and Level 400)	$ 415.00	$ 415.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Information Systems and Technology (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Information Systems and Technology (Level 300 and Level 400)	$ 635.00	$ 635.00
Please note that there are exceptions to the general college rate as listed below. CCNA *(students in CERT/CCNA see College of IS&T rates)*	$ 290.00	$ 290.00
CERT/APLUS	$ 290.00	$ 290.00
NETPLUS	$ 290.00	$ 290.00
BSSEC (Level 100 and Level 200)	$ 410.00	$ 410.00
BSSEC (Level 300 and Level 400)	$ 610.00	$ 610.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00
Continuing Education for Educators	$ 175.00	$ 175.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	$ 280.00	$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
School of Business	$ 740.00	$ 740.00
School of Nursing	$ 595.00	$ 595.00
School of Health Services Administration *Please note that there are exceptions to the general college rate as listed below.*	$ 740.00	$ 740.00
NHCE	$ 595.00	$ 595.00
HCI	$ 595.00	$ 595.00
College of Information Systems and Technology	$ 740.00	$ 740.00
College of Education	$ 540.00	$ 540.00
Please note that there are exceptions to the general college rate as listed below.		
CERT/T2T-E	$ 280.00	$ 280.00
CERT/T2T-S	$ 280.00	$ 280.00
CERT/ECH	$ 400.00	$ 400.00
CERT/CTEL *(For CA residents only)*	$ 175.00	$ 175.00
CERT/ALT-E *(FL residents only)*	$ 275.00	$ 275.00
CERT/ALT-S *(FL residents only)*	$ 275.00	$ 275.00
College of Humanities and Sciences	$ 740.00	$ 740.00
School of Advanced Studies	$ 810.00	$ 810.00
School of Continuing Education	$ 740.00	$ 740.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

FEES (Online)

Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	At time of application.
Master of Science in Counseling Assessment Portfolio Fees: 　　CNSL 500	 $ 150.00	Due at orientation.
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs 　Certificate of Clearance 　TB Test 　CBEST Examination 　CSET Examination	 $ 132.50 - $162.50 $ 0.00 - $50.00 $ 41.00 - $102.00 $ 99.00 - $134.00	 Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
School of Advanced Studies IBM®SPSS® Statistics Software Fee (applicable to select courses in School of Advanced Studies programs)	$ 50.00	When course is scheduled
Resource Fees+ (if applicable) 　Undergraduate 　Graduate 　Doctoral 　Continuing Education for Educators 　DCE	 $ 170.00 $ 195.00 $ 205.00 $ 75.00 $ 25.00	Due in accordance with the payment option chosen in Financial Options Guide.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee	Amount*	When Due
CLEP®/DSST Examination++ Student Exam Fees	$ 20.00	Upon notification.
Prior Learning Assessment Fees Portfolio Submission Fee Per Assessed Credit Fee	 $ 150.00 $ 75.00	If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush Duplicate Diploma Duplicate Certificate Transcript Transcript Rush	$ 45.00 $ 30.00 $ 15.00 $ 15.00 $ 30.00	Upon request. Upon request. Upon request. Upon request. Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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FACILITIES

Arizona Locations

Phoenix Campus

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4025)

4025 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4045)

4045 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Learning Center

9520 West Palm Lane,
Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus

800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

California Locations

Bay Area Campus

3590 N. First Street
San Jose, CA 95134-1805
800 266-2107

Livermore Learning Center

2481 Consitution Drive
Livermore, CA 94551-7573
925 273-8100

Oakland Learning Center

2100 Franklin Street
Oakland, CA 94612-3096
800 266-2107

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Modesto Learning Center - Salida

5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

San Marcos Learning Center

300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Campus Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Learning Center

451 E Vanderbilt Way
Suite 100
San Bernardino, CA 92408-3610
800 888-1968

Southern California II Learning Center

3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Learning Center

5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations

Colorado Campus - Lone Tree

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown

2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Florida Locations

Central Florida Main Campus

8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

West Florida Learning Center

12802 Tampa Oaks Boulevard
Suite 150
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus

4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

South Florida Main Campus

2400 SW 145th Avenue
Miramar, FL 33027-4145

Georgia Locations

Atlanta Main Campus

859 Mount Vernon Hwy NE
Atlanta, GA 30328

Augusta Campus

3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000

Columbus Georgia Campus

7200 North Lake Drive
Columbus, GA 31909
706 320-1266

Hawaii Locations

Hawaii Campus

745 Fort Street
Suite 2000
Honolulu, HI 96813-3800
808 536-2686

Hawaii Main Campus

949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686

Illinois Locations

Chicago Campus

203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Michigan Locations

Detroit Main Campus

26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 638-7279

New Jersey Locations

Jersey City Campus

100 Town Square Place
Jersey City, NJ 07310-1756
201 610-1408

Jersey City Student Resource Center

88 Town Square Place
Jersey City, NJ 07310-2772

New Mexico Locations

New Mexico Campus

5700 Pasadena Ave NE
Albuquerque, NM 87113-1570
505 821-4800

Santa Teresa Learning Center

1268 Country Club Road
Santa Teresa, NM 88008-9725
575 874-4600

North Carolina Locations

Charlotte Campus

3800 Arco Corporate Drive
Charlotte, NC 28273-3409
704 504-5409

Charlotte North Learning Center

10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Pennsylvania Locations

Philadelphia Main Campus

30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000

Tennessee Locations

Memphis Campus

65 Germantown Court
Cordova, TN 38018-7290
901 751-1086

Nashville Campus

616 Marriott Drive
Nashville, TN 37214-5048
615 872-0188

Texas Locations

Killeen Learning Center

902 West Central Texas Expy
Suite 300
Killeen, TX 76541-2566
254 501-6950

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Resource Center at Arlington Highlands

3900 Arlington Highlands Boulevard
Suite 237
Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

El Paso Campus

11820 Miriam Drive
El Paso TX 79936
Phone: (915) 599-5900

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

Woodlands Learning Center

24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

San Antonio Campus

8200 IH-10 West
Suite 1000
San Antonio, TX 78230-3876
210 524-2100
800 697-8223

Utah Locations

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

Virginia Locations

Virginia Beach Main Campus

4636 Columbus Street
Virginia Beach, VA 23462-7782
757 493-6300

Arlington Learning Center

1800 South Bell Street
Suite 100
Arlington, VA 22202-3546
571 227-7075
703 416-2582 FAX

Washington Locations

Western Washington Campus

7100 Fort Dent Way
Suite 100
Tukwila, WA 98188-8553
425 572-1600

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
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• English
• Humanities; History
• Mathematics
• Sciences
• Counseling
• Human Services
• Psychology

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    Saybrook University
Hammond, David, JD
    Southwestern Law School
Harrington, Timothy, MBA
    California Lutheran
    University
Harris, Felicia, MBA
    Golden Gate University
Hart, Barbra, JD
    The University of West Los
    Angeles
Hartley, Deborah, MBA
    University of Phoenix
Hartman, Richard, MBA
    California State Polytechnic
    University-Pomona
Hayath, Israr, MS
    California State University -
    Dominguez Hills
Hayes, Chareese, MBA
    Kaplan University -
    Davenport
Henderson, Bernard, MAOM
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Henderson, Erin, MS
San Diego State University
Henderson, Gregory, JD
Whittier College
Hernandez, Achristalyn, MS
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Herrick, Eric, MBA
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University of Chicago
Hoffman, Lee, MBA
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University of Phoenix
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Walker, Tina, DM
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Wallace, Steven, PHD
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Walle, Kristin, EDD
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Wang, Kun, MS
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Watson, Robert, MBA
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Weiss, Diana, JD
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West, Julian, MBA
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Wiessner, Gary, MBA
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Wilkinson, Jay, MBA
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Williams, Byron, MCRP
Clemson University
Williams, Cecilia, PHD
Claremont Graduate University
Williams, Constance, EDD
Fielding Graduate University
Williams, Kari, MBA
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Williams, Zeneo, EDD
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Wilson, Stephen, MBA
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Wong, Jennie, EDD
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Woodard, Scott, MBA
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Woods, Cynthia, MAOM
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Woods, Timothy, PHD
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Wright, Dale, MBA
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Wyatt, Amber, MIT
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Xiong, Blong, MBA
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Yeager, Michelle, MS
San Diego State University
Yost, John, MBA
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Young, Stephen, PHD
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Zambelli, Anthony, JD
National University
Zhang, Hedy, JD
University of Wisconsin - Madison

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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Program Dean
Franzi Walsh, DBA
Karen Peters, PHD

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Dean of Operations
Lindsay Sesate, MAED/AET

Assistant Dean of Operations
Kathryn Uhles, MSP

Assistant Dean of Specialized Services
Maurice Gibson, MBA, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Business Systems
- Technology
- Analysis & Communications
- Security
- Criminal Justice
- Public Administration

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Alizadeh, Rassoul, MSCIS
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Bocage, Charles, MHRM
  Keller Grad School of Mgt
Cheng, Steven, MS
  Syracuse University
Chowdiah, Vikram, PHD
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Dearman, James, XMBA
  Claremont Graduate University
Do, Tuan, PHD
  Technische Universitat Dresden
D'urso, Daniel, MS
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Francis, Dexter, PHD
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Jones, Ronald, MS
  University of the Pacific
Kolackovsky, Alan, MBA
  National University
Leon, John, MSCS
  California State University - Fullerton
Lopez, Jose, MBA
  University of Phoenix
Love, Willie, MBA
  University of Phoenix
Magnone, Jorden, MBA
  University of Phoenix
Martinez, Ralph, MA
  Argosy University - Orange County
Massey, Calvin, MBA
  National University
Monaco-Christensen, Liane, MBA
  University of Phoenix
Nichols, Roger, MA
  California State University - San Bernardino
O'day, Christopher, MS
  California State University - Fresno
Oni, Oludotun, PHD
  Northcentral University
Peterson, Susan, MBA
  East Tennessee State University
Phelps, Castle, MBA
  National University
Phillips, Timothy, MS
  University of San Diego
Ray-Sims, Deborah, MS
  Golden Gate University
Reid, William, MSM
  Regis University
Richardson, Richard, MS
  National Defense University
Sabga, Marc, MA
  Azusa Pacific University

Sardaryzadeh, Afshin, MBA
  Brandman University
Schram, Sanford, MSCHE
  New Jersey Institute of Technology
Singh, Mahesh, MBA
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Sirirat, Boriphan, MS
  National University
Smith, August, MBA
  Keller Grad School of Mgt
Smith, William James, MS
  National Defense University
Swafford, Jr., Richard, MC
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Thomas, Donald, PHD
  Syracuse University
Thompson, Willard, MS
  Rensselaer Polytechnic Institute
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Xu, Yaping, MS
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Zecca, Mark, PHD
  Capella University
Zinne, Richard, MS
  National University

....

COLLEGE OF HEALTH PROFESSIONS

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Dean of Undergraduate Programs

Christina Neider, MAED, MSP

Academic Dean

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Dean of Specialized Programs

Collene Bauer, MBA

Dean of Graduate Programs

Eve Krahe, PHD

Dean of Operations

Emily Breuker, MBA

Assistant Dean of Operations

Briana Houlihan, MBA

Erin Amsden, MAED/MBA

Assistant Dean Specialized Programs West

Kellie Stubblefield, BA

Dean of Instructional Excellence

Ying Tombler, PHD

Deans - School of Nursing
....

Academic Dean

Lisa Radesi, DNP

Dean of Clinical Affairs

Rebecca Hathaway, MSN

Program Dean

Dodie Serafini, MSN

Assistant Program Dean

Linda Nance, EDD

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Southern California

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Colorado

Margaret Riley, PHD

Phoenix

Kathleen Rupp, MSN

Sun Jones, DNP

Sacramento Valley

Andrelyn Almario, DNP

Jennifer Millar, MSN

Southern Arizona

Frances Bartholomeaux, MSN

Campus Area Chairs
....

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing: FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Health Administration

Faculty
....

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Almaden, Stefany, PHD
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Alvarado, Sheela, MA
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Brock, Joy, MSN/FNP
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University of La Verne
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University of Phoenix
Obeidat, Sara, MS
University of San Francisco
O'connor, Mary Jean, DNP
Maryville University of Saint
Louis
Omolewa, Pius, PHD
Walden University
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University of New Mexico
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Schultz, Richard, PHD
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Sheffield, Diane, ND
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Dominguez Hills
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Dominguez Hills
Spencer, Michael, PHARMD
University of California - San
Francisco
Spoelma, Susan, MBA
Golden Gate University
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University of The Pacific
Stotts, Janet, MSN
University of Phoenix
Taylor, Frieda, MS

San Jose State University

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   Francisco
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   Francisco
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   Francisco
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   Samuel Merritt University
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   California Institute of
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   Chicago
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   Naturopathic Medicing &
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   Purdue University
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Walden University

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Program Dean
Ashley Bartley, MAED
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Assistant Dean of Policy & Assessment
Alexandra Escobar, EDD
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Assistant Dean of Operations
Melinda Chiodi, MAED
Jeff Neilsen, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

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Cordell, Ronald, MAED
Point Loma Nazarene University
Cotton, Gary, EDD
University of the Pacific
Curci-Reed, Lori, EDD
University of West Florida
Davis, Erik, MA
University of Maryland Baltimore County
De Los Reyes, Natalie, MS
California Lutheran University
Dumais, Claudine, EDD
Pepperdine University
Elliott, Nancy, MAED
California State University - Long Beach
Elliott, Thomas, EDD
University of Phoenix
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National University
Hert, Jennette, MED
National University
Hickman, Ryan, MA
National University
Hradnansky, Terre, EDD
Nova Southeastern University

Hulbert, Robert, MA
Saint Mary's College of California
Januse, Jaime, MED
National University
Johnson-Evans, Rochelle, EDD
Argosy University - Los Angeles
Kennedy, Sharon, EDD
Saint Mary's College of California
Lawrence, Richard, EDD
University of California - San Diego
Lindamood, Timothy, MS
National University
Peters, Dorothy, PHD
University of Phoenix
Sheffield, Lynne, EDD
University of La Verne
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Taylor, Julia, MA
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Tocco, Helen, MAED
San Diego State University

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COURSE GUIDE- COURSE DESCRIPTIONS

2018-2019

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	College	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.
ACC 230	FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD	3	School of Business	In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.
ACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.

ACC 291	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.
ACC 291T	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 340	ACCOUNTING INFORMATION SYSTEMS I	3	School of Business	This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy.
ACC 349	COST ACCOUNTING	3	School of Business	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 400	ACCOUNTING FOR DECISION MAKING	3	School of Business	This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.
ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	School of Business	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	School of Business	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	School of Business	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes & errors, and the statement of cash flows.

ACC 455	CORPORATE TAXATION	3	School of Business	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	INDIVIDUAL/ESTATE TAXATION	3	School of Business	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	School of Business	This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
ACC 466	Advanced Accounting	3	School of Business	This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.

ACC 491	CONTEMPORARY AUDITING I	3	School of Business	This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	School of Business	This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 537	FINANCIAL ACCOUNTING	3	School of Business	In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 541	ACCOUNTING THEORY & RESEARCH	3	School of Business	In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	School of Business	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544	INTERNAL CONTROL SYSTEMS	3	School of Business	In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545	FINANCIAL REPORTING	3	School of Business	This course prepares students to address concepts of financial reporting for roles as CPA's. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	AUDITING	3	School of Business	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	TAXATION	3	School of Business	In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.
ACC 548	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	School of Business	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556	FORENSIC ACCOUNTING	3	School of Business	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 561	ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACCP 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACCTLAB	ACCOUNTING LAB	0	Non-College Specific	This workshop is an accounting lab that allows students to work on accounting principles.

ADM 511	Personnel Administration for Educators	3	College of Education	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	College of Education	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	College of Education	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	College of Education	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 516	Ethical and Legal Issues for Administrators	3	College of Education	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.
ADM 517	Special Education Program Administration	3	College of Education	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADM 590	INTERNSHIP ON THE PRINCIPALSHIP	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 591	INTERNSHIP ON THE SUPERINTENDENCY	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.

ADM 592	INTERNSHIP OF THE SUPERVISOR	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to- day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 510	VISIONARY LEADERSHIP: FOUNDATIONS OF LEADERSHIP	3	College of Education	This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.
ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 533	COACHING AS A LEADER	3	College of Education	This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.
ADMIN 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 540	LEADERSHIP IV: COMMUNITY	1	College of Education	This course focuses on community leadership, including representing and promoting the school's accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school's mission, vision, and goals. Field experience, portfolio, and practicum will be applied.
ADMIN 541	COMMUNITY LEADERSHIP	3	College of Education	This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.
ADMIN 550	LEADERSHIP V: ASSESSMENT OF LEADERSHIP	4	College of Education	This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.
ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	College of Education	This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of Education	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 596A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 596B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 596C	PRINCIPAL INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AED 222	INTRO TO THE EXCEPTIONAL LEARNER	3	College of Education	This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	College of Education	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	COMMUNITY-BASED EDUCATION	3	College of Education	This course provides an overview of community- based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

AET 552	MARKETING ADULT EDUCATION	3	College of Education	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 560	FACILITATING CHANGE	3	College of Education	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	College of Education	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	College of Education	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	College of Criminal Justice and Security	This course provides new College of Security and Criminal Justice graduate students with an introduction to the university's learning goals and resource utilization. Students will demonstrate graduate-level composition skills, communication skills and strategies for collaboration, critical thinking skills, the use of academically appropriate resources, and a basic knowledge of the United States Constitution.
AJS 504	SURVEY OF JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 514	CRIMINOLOGICAL THEORY	3	College of Criminal Justice and Security	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social- psychological approaches. This course also addresses victimology, to include topics such as victimization statistics, victimogenesis, and the prevention of victimization.
AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	College of Criminal Justice and Security	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.

AJS 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	ETHICS IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Relevant case studies will be used, as well as contemporary situations in ethics.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT	3	College of Criminal Justice and Security	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. It examines the specific factors to mitigate risk and the critical incident response to maintain order when risk management fails. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	PUBLIC POLICY ISSUES	3	College of Criminal Justice and Security	This course addresses the development and influence of public policy with respect to specific justice and security issues facing American society.

AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.
APAWKSHP	APA WORKSHOP	0	Non-College Specific	Non-credit bearing course ID for APA workshop offered at campus.
APB 001	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 002.

APB 003	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 004.
APB 005	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	College of Health Sciences and Nursing	This is assessment break period 006.

APB 010	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 020	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 030	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 040	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 050	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 060	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 070	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 080	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 090	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APMT 315	TECHNOLOGY AND SOCIETY	3	College of Social Sciences	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build, social and material capital. A special focus is on the benefits technology accrues to humans and communities as well as potential harmful effects of engaging with technology.
APMT 430	SOCIAL MEDIA AND HUMAN INTERACTION	3	College of Social Sciences	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology mediated relationships and social etiquette in cyber space.
APMT 440	INFLUENCE OF MEDIA ON BEHAVIOR	3	College of Social Sciences	This course explores the ways in which contemporary media shape cultures and human behaviors including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education and celebrity culture.

APMT 460	CYBER COMMUNICATIONS	3	College of Social Sciences	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations, and cyber commerce.
APMT 470	DIGITAL LEARNING	3	College of Social Sciences	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings. Emphasis will be placed on applying psychology principles to the efficacy of digital learning.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	This course offers a foundation in the visual arts,elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
ATD 309	CLASSROOM TEACHING AND TECHNOLOGY	3	College of Education	Students focus on strategies for instruction using traditional and alternative delivery method with an emphasis on teaching technology. Topics include instructional theories, lecture- based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.
AUT 510	Autism Spectrum Disorders: Foundations	3	College of Education	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	College of Education	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.

AUT 513	Autism Spectrum Disorders: Behavior Management	3	College of Education	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BACEU 2000	FOUNDATIONS IN DATA ANALYTICS	0.6	School of Continuing Education	Quantitative and qualitative data can both be used to investigate data behavior and patterns to enhance business productivity and decision-making. In this course, students will learn how data is analyzed and applied to the decision-making function of an organization. Concepts on data collection, processing, and integration will be presented as well as issues that may exist within the data. Students also will explore the role that statistics play in data analytics and learn about the multiple ways one can present data to tell a compelling story. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2010	DATABASE FUNDAMENTALS	0.6	School of Continuing Education	Organizations keep their business records within databases. To successfully extract information for use in business decisions, it is important to understand how data is structured and stored. In this course, students will learn the general principles involved in designing a database as it applies to a relational database model. Further, students will learn the terminology, data types, and integrity elements of database design and how queries allow data to be extracted from the database. To complete this course, students are required to have access to Microsoft Access software. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2020	BUSINESS INTELLIGENCE	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions that impact their future course of action. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis informs decision making. This course provides 0.6 continuing education units in one, 6-hour workshop.

BACEU 2030	DATA VISUALIZATION	0.6	School of Continuing Education	When faced with the prospect of understanding volumes of data, do reams of paper and spreadsheets make your eyes glaze over? Data visualization is the means by which lots of information can be more easily viewed - and understood - through charts, infographics, mind maps, and more. Students in this course will explore the tools used to create graphical representations that integrate significant data and analyses into engaging graphics, without losing sight of communicating the key information. This course provides 0.6 continuing education units in one, 6-hour workshop.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	College of Criminal Justice and Security	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Criminal Justice and Security	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	College of Criminal Justice and Security	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.
BCC 403	GLOBAL TECHNOLOGY AND CYBERCRIME	3	College of Criminal Justice and Security	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BECEU 1115	HUMAN CAPITAL	0.6	School of Continuing Education	Building strong human capital is key in staffing an organization that outperforms the competition. The human resource function plays a major role in building human capital, operating as a business partner for various departments within the company. Human resource professionals are expected to plan, organize, direct, and control strategic and operational activities related to human capital. This course will explore the role of the human resource department in collaborating with both internal and external partners to aid the organization in achieving strategic goals. It will focus on assessing risks, defining goals, assessing organization structure, and ensuring federal regulations and laws are followed. This course provides 0.4 continuing education units in one 4-hour workshop.
BECEU 1125	ORGANIZATIONAL BEHAVIOR	0.6	School of Continuing Education	Every organization, department and team has its own organizational dynamic. The team members, organization structure, company climate, and employee attitudes all play into organizational behavior. Organizational behavior affects the success of a company, and managers must be equipped to deal with the challenges that arise within their teams. In this course, students will learn the definition of organization behavior, variables and characteristics that influence organizational behavior at the individual and team level as well as how attitudes of employees drive the culture of the organization. This course provides 0.6 continuing education units in one, 6-hour workshop.

BECEU 1130	CUSTOMER SERVICE	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.
BECEU 1175	SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	Effective management of the supply chain helps prepare an organization to navigate through changes in demand and supply over the life cycle of a product. Strategic decisions related to supply chain design, planning, and operation contribute to an organization's productivity and profitability. In this course students gain an understanding of what a supply chain is and the various issues that must be considered when designing, planning, or operating a supply chain. Students also learn how companies achieve strategic fit between its supply chain strategy and its competitive strategy in order to design, make, and deliver products and services in an efficient and cost effective manner. This course provides 0.6 continuing education units in one, 6-hour workshop.
BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	College of Social Sciences	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 100	INTRODUCTION TO LIFE SCIENCE WITH LAB	4	College of Humanities and Sciences	This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

BIO 101	PRINCIPLES OF BIOLOGY	3	College of Humanities and Sciences	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	CONSERVATION BIOLOGY	3	College of Humanities and Sciences	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	College of Humanities and Sciences	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 315	ECOLOGY AND EVOLUTION	3	College of Humanities and Sciences	This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	INVERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	ENTOMOLOGY	3	College of Humanities and Sciences	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	College of Humanities and Sciences	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 350	GENERAL BIOLOGY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	GENERAL BIOLOGY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
BIO 405	HUMAN BIOLOGY	3	College of Humanities and Sciences	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	College of Humanities and Sciences	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	BUSINESS INFORMATION SYSTEMS	3	School of Business	This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BIS 375	SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS	3	School of Business	This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

BLE 571	Instructional Techniques and Methods	3	College of Education	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BMCEU 5005	ENTREPRENEURSHIP	0.6	School of Continuing Education	Some people are driven to be their own boss. Becoming an entrepreneur provides that opportunity, but it comes with a unique and broad set of responsibilities. As a small business owner, an entrepreneur holds the responsibility for success or failure of their organization. Entrepreneurs both lead and manage risks, and are responsible for all functions of a business. This course will introduce students to the principles of entrepreneurship, the components of starting a business, and resources necessary. Students will also explore how leadership plays a role in the success of a business. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5010	FINANCIAL ANALYSIS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5015	MARKETING PRINCIPLES	0.6	School of Continuing Education	At a strategic level, marketing provides many elements that guide an organization's development and execution of its business strategy. Marketing also plays a key role in identifying the competitive set, defining points of differentiation and establishing the brand. This course explains the role marketing plays in the development and execution of a business strategy and how this affects an organization. In this course, students will learn the principles of the marketing mix and the 4-Ps of marketing: Product, Price, Place, and Promotion. This course provides 0.4 continuing education units in one 4-hour workshop.

BMCEU 5020	OPERATIONS AND SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	It is the function of supply chain management to enable an organization to get things done, ensure materials and supplies are on hand at the right time, and create processes by which a business functions. Supply chain professionals who understand how to procure resources, produce goods, and sequence activities on time are critical to the success of a business and to the cost-efficient delivery of goods and services. This course covers the basics of operations and supply chain management. Students will learn why supply chain is an essential business function and how it drives the cost-efficient, on-time delivery of goods and services. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5030	ACCOUNTING BASICS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	Every organization has a need to keep track of spending and income which are some of the core elements of the accounting function. Accounting provides ongoing visibility into financial progress and is used both internally and externally to communicate performance. This course focuses on common accounting principles that govern organizations and ways the business manager can use this information. Students will learn how the accounting system relates to business activity and will identify methods of accounting for assets, inventory, and liabilities. Student also explore methods of calculating the time value of money as well as stockholders' equity. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5035	BUSINESS LAW AND ETHICS	0.6	School of Continuing Education	Supervisors blend the role of a leader and manager in guiding a team of employees to achieve the goals of an organization. In this role, supervisors are expected to act both legally and ethically and are expected to provide an example for their team. This course will explore the relationship between law and ethics and set the stage for the importance of conducting oneself in a legal and ethical manner to protect the organization. Students will complete an ethics self-assessment to guide them in decision making when faced with ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5040	STRATEGIC PLANNING SKILLS	0.6	School of Continuing Education	This course will provide students with a process for developing a clear understanding of a business's culture, operations, and market position in order to develop a strategic plan. That plan serves as a blueprint for gaining the competitive advantage necessary for an organization's success now and in the future. Students will develop an approach to formulate the strategic programs and initiatives critical to effectively leading and managing an organization. This course provides 0.6 continuing education units over one 6-hour workshop.

BMCEU 5065	SALES MANAGEMENT	0.6	School of Continuing Education	The core of every business is its sales team. Without sales, a company cannot financially survive. This course explores how to select an effective sales team and implement strategies to measure performance. Students learn how managing sales territories aligns with sales goals. Students will learn how territory management and sales forecasts relate to the sales function, then how to motive sales teams to reach the sales forecasts.
BMCEU 5090	CREATING A BUSINESS PLAN	0.6	School of Continuing Education	The lack of a plan is the primary reason businesses struggle. The business plan is not a one time endeavor, but a living document that grows and changes with the business. If there is not a formal business plan how can success be measured. In this course, students will learn the elements of a business plan and what is included in each element. Students will explore the concept of vendor financing and how the elements of a business plan align to securing financing. This course provides 0.6 continuing education units over one 6-hour workshops.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	College of Criminal Justice and Security	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.

BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	College of Criminal Justice and Security	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	College of Criminal Justice and Security	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 301	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	School of Business	This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	School of Business	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	College of Criminal Justice and Security	This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.
BPA 321	PERSONNEL MANAGEMENT	3	College of Criminal Justice and Security	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at- will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	College of Criminal Justice and Security	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non- profit organizations as well as in the international arena.

BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	College of Criminal Justice and Security	This course focuses on the implementation of public policy decisions through the identification and development of specific cincorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	RESEARCH IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	College of Criminal Justice and Security	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.

BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	College of Criminal Justice and Security	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	College of Criminal Justice and Security	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	College of Criminal Justice and Security	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	College of Criminal Justice and Security	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.

BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	URBAN AND REGIONAL PLANNING	3	College of Criminal Justice and Security	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	College of Criminal Justice and Security	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.

BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	School of Business	This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	CUSTOMER SERVICE MANAGEMENT	3	School of Business	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	SALES, TOOLS, AND STRATEGIES	3	School of Business	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.
BRM 246	RETAIL MARKETING: MERCHANDISING	3	School of Business	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 266	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	School of Business	This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 268	PRINCIPLES OF FOOD RETAILING	3	School of Business	This course will introduce merchandising, operating, technology, and financial considerations necessary for successful food retailing management. Students will evaluate and apply principles unique to food retail organizations such as: food store formats, food store operations, product replenishment, and the integrated food supply chain. Other topics include manufacturing and wholesale distribution, and financial principles specific to the food retail industry.
BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	School of Business	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 277	LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE	3	School of Business	This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill- building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.

BRM 353	PRODUCT AND BRAND MANAGEMENT	3	School of Business	This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.
BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	School of Business	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 310	BUSINESS SYSTEMS	3	College of Information Systems and Technology	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.
BSA 375	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	College of Health Sciences and Nursing	This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems development life cycle (SDLC) will be fundamental to the course.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	College of Information Systems and Technology	This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.
BSA 412	SYSTEMS ANALYSIS TOOLS	3	College of Information Systems and Technology	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSA 413	IT SERVICE MANAGEMENT	3	College of Information Systems and Technology	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT CAPSTONE	3	College of Information Systems and Technology	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	BUSINESS SYSTEMS I	3	College of Information Systems and Technology	This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BSA 502	BUSINESS SYSTEMS II	3	College of Information Systems and Technology	This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS AUDITING PROCESSES	3	College of Information Systems and Technology	This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.
BSA 510	IT GOVERNANCE AND MANAGEMENT	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (www.isaca.org) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	College of Information Systems and Technology	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	College of Information Systems and Technology	The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise's strategies and objectives.

BSA 525	INFORMATION ASSETS PROTECTION	3	College of Information Systems and Technology	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.
BSA 530	IT ARCHITECTURE	3	College of Information Systems and Technology	The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.
BSA 570	ANALYTIC PROGRAMMING	3	College of Information Systems and Technology	This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.

BSA 580	STATISTICAL BUSINESS ANALYTICS	3	College of Information Systems and Technology	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCEU 1005	PROBLEM-SOLVING SKILLS	0.6	School of Continuing Education	One of the essential constants in business is that problems arise that need to be solved. This course provides students with the tools to solve problems. In a corporate environment, using specialized groups to solve problems is becoming more and more common. Knowing how to work in groups to solve problems will enhance the student's effectiveness and value to an organization. This course will show students the fundamentals of problem solving -- from defining a problem, to identifying solutions and then presenting to the key decision-makers in an organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1010	BASIC BUSINESS MATH	0.6	School of Continuing Education	Most business transactions involve some form of math. Transactions commonly include commissions, markups and markdowns, discounts, sales tax, interest calculations, and installment loan payments. This course begins with a review of the basic mathematical concepts of whole numbers, fractions, decimals, percentages, simple equations, and percentage formulas. Students will then learn how these basic concepts are applied to business applications. Graphs commonly used in business, as well statistical applications for business are presented. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1015	DEALING WITH CHALLENGING CUSTOMER INTERACTIONS	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1020	EMOTIONAL INTELLIGENCE FOR MANAGERS	0.6	School of Continuing Education	To be an effective manager it is important to be aware of emotional intelligence and its significant impact on the ability to manage effectively. In this course, students will assess their current emotional intelligence capabilities, determine their strengths, and identify areas of improvement. Students will examine how emotions affect behavior and how those behaviors impact their relationships with others. Students will also be introduced to strategies for managing the emotional energy in themselves and others. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1025	BASIC COMPUTER SKILLS	0.6	School of Continuing Education	In today's workplace a person must be computer literate to be productive. Computer literacy is a combination of understanding the hardware, software, operating system and productivity software elements and how they interact. In this course, students will learn with basic computer components and function of each component. Using Windows 7 as the operating system, students will explore methods for managing files and folders and customizing the desktop. Students will learn about various software applications used to be productive in a business environment. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1030	PROJECT MANAGEMENT SKILLS FOR NON-PROJECT MANAGERS	0.6	School of Continuing Education	Even if not formally employed as a project manager, one may occasionally be called upon to lead a small- to medium-sized project for their organization. In this course, students learn the basics of the project management process and the tools needed to manage small- to medium-size projects. Project planning and project implementation will be explained and how these processes play into delivering a project on time and on budget. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1035	ETHICAL DECISIONS-MAKING ESSENTIALS	0.6	School of Continuing Education	Making ethical decisions can be a difficult task. The decision-maker must collect details about the situation, consider the ethical issues and people involved, and then implement the best action possible. This course provides students with a self-assessment, tools, and techniques to make ethical decisions. Students will be able to use ethical decision-making concepts to select the best decision in various ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1040	MANAGING CONFLICT	0.6	School of Continuing Education	In order to manage conflict, it is helpful to both understand how individuals react in conflict situations and identify what they can do to reduce conflict. This course will provide students with tools and assist you in understanding and implementing strategies that will help you manage conflict effectively. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1045	MAKING EFFECTIVE DECISIONS	0.6	School of Continuing Education	Decision-making skills are essential in today's workplace. Whether making simple or complex decisions, one needs to consider various factors that influence a decision and its results. This course provides methods and techniques used to make effective decisions. Students learn decision-making concepts and strategies used to decide upon the best choice in various situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1100	BASIC WORD PROCESSING WITH MICROSOFT WORD	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the basic functions of Word, which is designed to help users move smoothly through the task of creating professional documents. Students will learn how to create and edit simple documents, format, add tables and lists, incorporate design elements, and proof documents. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1150	ADVANCED WORD FEATURES	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the advanced features of Word including creating complex documents, automating tasks, and methods to maintain consistency between documents. Students will learn how to control text flows between paragraphs and pages, insert hyperlinks, and modify how graphics and text appear together on the pages. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1200	ORGANIZING YOUR DAY WITH OUTLOOK BASICS	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the basic features of Outlook and the interface, Students learn how to create and send emails, to use Outlook to manage appointments and meeting, maintain contact information, create Tasks and Notes, and customize the Outlook interface. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1240	ADVANCED OUTLOOK FEATURES	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the more advanced features of Outlook. Students learn how to use advanced messaging options, calendar management, share Outlook workspaces with other users, and manage Outlook data files. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1300	FOUNDATIONS OF MICROSOFT EXCEL	0.6	School of Continuing Education	Organizations rely on information to make sound decisions. The ability to make sense of all of that data is becoming more challenging and a tool like Microsoft Excel can assist in organizing and presenting data. In this course, students will explore the basic foundational skills of Microsoft Excel. Students will learn how to perform calculations, modify and format worksheets, print workbooks, and manage workbooks. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1350	INTERMEDIATE FEATURES OF MICRSOFT(R) EXCEL(R)	0.8	School of Continuing Education	Using Excel(R) software's advanced spreadsheet functions, users are able to improve their efficiency and effectiveness by using powerful tools provided in the software. Users can extract and organize data using tools and formulas, sort and filter data, create PivotTables and PivotCharts, and customize workbooks. In this course, advanced formulas and various tools to analyze data will be presented. Students will learn to organize table data, present data as charts, and enhance the look and appeal of workbooks by adding graphical objects. This course provides 0.8 continuing education units over one 8-hour workshop.

BSCEU 1375	ADVANCED FEATURES OF MICROSOFT(R) EXCEL(R)	0.8	School of Continuing Education	For users that are called upon to analyze and report on data frequently, the advanced features of Excel(R) automate repetitive processes so users can focus on what is really important. This course will take a deeper dive into the advanced functions of Excel including, how to use Excel to collaborate with colleagues, automate complex or repetitive tasks, and use conditional logic to construct and apply elaborate formulas and functions. Having this knowledge will put the full power of Excel right at the user's fingertips. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCEU 1400	INTRODUCTION TO MICROSOFT POWERPOINT	0.6	School of Continuing Education	In today's workplace, information is constantly streaming in and increasing each day, and with so much information it can be difficult to grab people's attention. This course introduces students to the basic concepts of Microsoft(R) PowerPoint(R) for presenting clear, organized, and engaging information. Students will learn how to use the vast array of features and functionality of PowerPoint(R) as well as identify ways to organize content, enhance it with high-impact visuals, and effectively deliver content. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1470	ADVANCED FEATURES OF MICROSOFT(R) POWERPOINT(R)	0.8	School of Continuing Education	Professionals are commonly called upon to deliver presentations with little notice, at multiple venues, and with varying requirements. Given all the variables, it may seem overwhelming for presenters to deliver their content on time and to a variety of audiences. Microsoft(R) PowerPoint(R) 2013 provides tools to help users deliver content for nearly any situation, using time effective software that provides predesigned templates. This course will introduce students to an advanced-level usability, security, collaboration, and distribution functionality of PowerPoint(R) 2013. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

BSCOM 234	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 268	FOUNDATIONS OF MASS COMMUNICATION	3	School of Business	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	ADVERTISING AND THE MEDIA	3	School of Business	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 324	COMMUNICATION RESEARCH	3	School of Business	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.

BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	School of Business	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336	COMMUNICATION THEORIES AND PRACTICE	3	School of Business	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	School of Business	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 360	ORGANIZATIONAL COMMUNICATION	3	School of Business	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

BSCOM 384	MARKETING COMMUNICATIONS	3	School of Business	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 385	PUBLIC RELATIONS AND MESSAGE MANAGEMENT	3	School of Business	This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship- building strategies, crisis communication, ethics, and the development of public relations messages.
BSCOM 386	SALES COMMUNICATIONS	3	School of Business	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.
BSCOM 390	INTERCULTURAL COMMUNICATION	3	School of Business	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

BSCOM 410	MEDIA AND SOCIETY	3	School of Business	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	COMMUNICATION LAW	3	School of Business	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	School of Business	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 460	ETHICS AND COMMUNICATION	3	School of Business	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	School of Business	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	School of Business	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	School of Business	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).

BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).
BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard- to-serve populations in general. Students will complete Module 9 of the MHF training.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	College of Social Sciences	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.
BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	College of Social Sciences	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	College of Social Sciences	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	College of Social Sciences	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.

BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	College of Social Sciences	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 407	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	CHILDHOOD ABUSE AND NEGLECT	3	College of Social Sciences	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 411	FIELD EXPERIENCE/PART II	3	College of Social Sciences	Curriculum Guide Description 04/01/2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.

BSHS 415	FIELD EXPERIENCE I	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.
BSHS 415O	ORIENTATION TO FIELD EXPERIENCE	0	College of Social Sciences	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.
BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	College of Social Sciences	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	College of Social Sciences	This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425

BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	College of Social Sciences	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426
BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438	CARE FOR AGING POPULATIONS	3	College of Social Sciences	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.
BSHS 439	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	College of Social Sciences	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.
BSHS 455	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self- responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.
BSHS 458	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	College of Social Sciences	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475	FIELD EXPERIENCE II	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2- hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	College of Social Sciences	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.
BSHS 491	FIELD EXPERIENCE /PART III	3	College of Social Sciences	This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.
BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	College of Education	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	College of Criminal Justice and Security	This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	College of Criminal Justice and Security	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	College of Criminal Justice and Security	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483	WORLD VIEW OF HOMELAND SECURITY	3	College of Criminal Justice and Security	Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	FOUNDATIONS OF BUSINESS	3	School of Business	In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.

BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.
BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	SEMINAR IN BUSINESS TOPICS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	School of Advanced Studies	This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

BUS 731	TRANSFORMING THE BUSINESS I	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.
BUS 732	TRANSFORMING THE BUSINESS II	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	School of Advanced Studies	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
BUSP 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.

CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	School of Business	This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population- specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES	3	College of Social Sciences	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR	3	College of Social Sciences	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	College of Social Sciences	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	PSYCHOMETRICS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations

CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co- leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	College of Social Sciences	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 585	COMMUNITY COUNSELING	3	College of Social Sciences	This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.
CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	College of Social Sciences	This course is an orientation to the practicum and internship.
CCMH 597A	INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597B	INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597C	INTERNSHIP C	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CHM 109	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 110	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 150	GENERAL CHEMISTRY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	GENERAL CHEMISTRY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
CIS 207	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 207T	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.

CIS 211	OFFICE SOFTWARE SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.
CIS 291	PC AND DEVICE FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 293	NETWORK TROUBLESHOOTING AND SUPPORT	3	College of Information Systems and Technology	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 295	INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-902 exam.

CIS 297	COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-902 exam.
CIS 298	HEALTHCARE IT	3	College of Information Systems and Technology	This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	College of Information Systems and Technology	The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.
CIS 568	INFORMATION SYSTEMS CONCEPTS	3	College of Information Systems and Technology	This Course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	College of Information Systems and Technology	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	College of Information Systems and Technology	This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	College of Information Systems and Technology	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.

CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	College of Information Systems and Technology	This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	INTERNET BUSINESS CONCEPTS	3	College of Information Systems and Technology	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	NETWORK TECHNOLOGY FOUNDATIONS	3	College of Information Systems and Technology	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 304	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 305	CRIMINAL LAW	3	College of Criminal Justice and Security	This course is an introduction to the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment and the way criminal law impacts crime victims are also discussed.
CJA 314	CRIMINOLOGY	3	College of Criminal Justice and Security	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments; searches and seizures; interrogations and confessions; identifications; and pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examining homeland security issues.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 325	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 333	POLICING THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.
CJA 335	RESEARCH STATISTICS	3	College of Criminal Justice and Security	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 345	RESEARCH METHODS AND EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 355	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	College of Criminal Justice and Security	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 373	CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	INTERAGENCY COMMUNICATION	3	College of Criminal Justice and Security	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter- organizational communication, and potential collaboration models are explored.
CJA 383	INSTITUTIONAL AND COMMUNITY CORRECTIONS	3	College of Criminal Justice and Security	An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 394	CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 395	CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 444	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.
CJA 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.
CJA 475	FORECASTING AND STRATEGIC PLANNING	3	College of Criminal Justice and Security	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 483	FUTURES OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.
CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of human services in the criminal justice system as addressed by criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 200	FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the foundational elements of the criminal justice system. Students will begin to examine this system from its influential past to its multi- faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems, their impact, and their roles in our society. Other topics include crime causation, terrorism.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical and philosophical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.
CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.

CJS 210	FUNDAMENTALS OF POLICING	3	College of Criminal Justice and Security	This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational structure of police departments. This course will also discuss the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.
CJS 211	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	College of Criminal Justice and Security	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 220	INTRODUCTION TO CRIMINAL COURT SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.
CJS 231	CRIMINOLOGY	3	College of Criminal Justice and Security	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	VICTIMOLOGY	3	College of Criminal Justice and Security	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and explanations for delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJS 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and Security	This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future ontegration of private security services in law enforcement agencies.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMC 240	INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER	3	School of Business	Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. They will furthermore do this with an eye toward social responsibility and professional ethics.

CMC 260	COMMUNICATION VARIETY: THE SPICE OF LIFE	3	School of Business	The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMCEU 1000	EFFECTIVE BUSINESS COMMUNICATION	0.6	School of Continuing Education	To be successful in the business environment, one must be able to develop ideas, express them clearly, and persuade others of their viability. This course offers students effective strategies to sharpen their writing skills in letters and reports by structuring their ideas logically, exercising diplomacy and shaping their arguments for optimal effect. Students will also learn proper communication etiquette and the need for professionalism in various forms of business communication. This course provides 0.8 continuing education units in two 4-hour workshops.
CMCEU 1030	FACE TO FACE COMMUNICATION	0.6	School of Continuing Education	Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. In this course, students discover the power and need for face-to-face communication and how to improve skills to become a competent communicator. Topics include verbal and non-verbal elements of message delivery, how words are used to create positive relationships and resolve conflict, and how good listening ability factors into human interaction. Ways to adapt face-to-face communication principles for remote settings are also explored. This course provides 0.6 continuing education units in one, 6-hour workshop.
CMCEU 1040	TIME MANAGEMENT	0.6	School of Continuing Education	Time is a form of currency, and the ways that we talk about it illustrate its value: we say "Time is money," and "My time was well spent," or "It's a waste of time." Like most professionals, you've probably struggled with managing this resource effectively. In this course, you will practice techniques that will help you achieve more effective use of your time so that you can direct your energy towards the activities that will further your professional and personal goals. You will identify effective time-management strategies, including defining personal and professional goals, establishing priorities, and identifying the tasks that will be critical to achieving those goals. You will also create a personal time-management action plan. This course provides 0.6 continuing education units in one, 6-hour workshop.

CMGT 245	IS SECURITY CONCEPTS	3	College of Information Systems and Technology	This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	College of Information Systems and Technology	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	College of Information Systems and Technology	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 413	APPLICATION ACQUISITION AND SOURCING	3	College of Information Systems and Technology	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	ENTERPRISE SECURITY	3	College of Information Systems and Technology	This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	College of Information Systems and Technology	This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP's ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.
CMGT 433	CYBER SECURITY	3	College of Information Systems and Technology	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.

CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	College of Information Systems and Technology	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
CMGT 445	APPLICATION IMPLEMENTATION	3	College of Information Systems and Technology	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 554	IT INFRASTRUCTURE	3	College of Information Systems and Technology	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	College of Information Systems and Technology	This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.

CMGT 556	ENTERPRISE MODELS	3	College of Information Systems and Technology	This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	College of Information Systems and Technology	The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.
CMGT 575	CIS PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break- down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.
CMGT 578	CIS STRATEGIC PLANNING	3	College of Information Systems and Technology	This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organizations current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.

CMGT 582	SECURITY & ETHICS	3	College of Information Systems and Technology	The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS INTEGRATION	3	College of Information Systems and Technology	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	College of Social Sciences	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CMHC 597C	INTERNSHIP C	3	College of Social Sciences	Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.

CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	College of Social Sciences	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.
CNSL 502	GRADUATE PORTFOLIO I	0	College of Social Sciences	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CNSL 503R	RESIDENCY I	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)
CNSL 513R	RESIDENCY II	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)

CNSL 523R	RESIDENCY III	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)
CNSL 556	PORTFOLIO II	0	College of Social Sciences	Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.
COM 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.
COM 295T	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 340	MASS COMMUNICATION	3	School of Business	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication in the future.
COM 516	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	College of Education	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.
COM 537	ORGANIZATIONAL COMMUNICATIONS	3	School of Business	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Social Sciences	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	COMMUNICATION STRATEGIES	1	School of Advanced Studies	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	College of Humanities and Sciences	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	School of Business	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	School of Business	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMM 470	COMMUNICATING IN THE VIRTUAL WORKPLACE	3	School of Business	This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.
COMP 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.

COMPROG	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program for Computer Programming.
COMPROGLAB	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program Computer Programming Labs.
CONFWKSP	CONFLICT RESOLUTION FOR STUDY GROUPS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
CPMGT 300	PROJECT MANAGEMENT	3	School of Business	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	School of Business	This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.
CPMGT 302	PROCUREMENT AND RISK MANAGEMENT	3	School of Business	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	School of Business	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	LEADING PROJECTS IN ORGANIZATIONS	3	School of Business	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	PROJECT MANAGEMENT CAPSTONE	3	School of Business	This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.
CPMGT 310	PROJECT MANAGEMENT METHODOLOGIES	3	School of Business	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY	3	School of Business	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to rapidly deliver improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning tracking, and tools for defining and measuring progress.
CPMGT 312	PROGRAM MANAGEMENT	3	School of Business	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Social Sciences	This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.
CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	College of Social Sciences	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.
CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	College of Social Sciences	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	College of Social Sciences	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	College of Social Sciences	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	College of Social Sciences	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	College of Social Sciences	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.

CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	College of Social Sciences	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	College of Social Sciences	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	PROGRAM FACILITATION SKILLS	3	College of Social Sciences	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	College of Social Sciences	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.

CPSS 405	WORKING WITH SEX OFFENDERS	3	College of Social Sciences	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	College of Social Sciences	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	College of Social Sciences	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	College of Social Sciences	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	College of Social Sciences	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	College of Social Sciences	This course allows students to examine the complex correlation between of family dynamics and juvenile deliquency. Students explore topics related to prevention, development, and rehabilitation.

CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	College of Social Sciences	This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	College of Social Sciences	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	College of Social Sciences	This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.

CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	College of Social Sciences	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	College of Social Sciences	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	CULTURE AND COMMUNICATION	3	School of Business	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	School of Business	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.

CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	School of Business	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 477	RACE AND CLASS IN THE MEDIA	3	School of Business	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.
CSS 422	SOFTWARE ARCHITECTURE	3	College of Information Systems and Technology	This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
CSS 562	PROGRAMMING CONCEPTS	3	College of Information Systems and Technology	This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CTEC 510	Overview of Career and Technical Education	3	College of Education	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	College of Education	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	College of Education	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.
CTEL 502	ASSESSMENT AND INSTRUCTION	4	College of Education	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards- based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDAIE such as resources, approaches and methods, listening and speaking, and reading and writing.

CTEL 503	CULTURE AND INCLUSION	4	College of Education	This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.
CTSKILLS	CRITICAL THINKING WORKSHOP	0	Non-College Specific	The ability to think critically, solve problems, and make decisions is a valuable skill that students will need to apply both in their professional lives and academic careers. Some decisions are routine and require little, if any, contemplation. Other decisions are complex and require a considerable amount of thought and reflection. This three hour seminar introduces students to the concept of assumptions in critical thinking and presents a model to aid in the examination of complex decisions. First, students are presented with a definition of assumptions, an explanation of how assumptions are developed, and an examination of strategies for identifying assumptions that drive their own behavior. It also presents the critical thinking definition of argument and how language is used to support or discredit arguments. Second, students are presented with a five-step problem solving model. Whether a complicated work problem, a difficult assignment at school, or a major life decision; this model gives students a tool for evaluating situations, developing alternatives, and shaping a plan of action
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	College of Education	Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	College of Education	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	College of Education	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	College of Education	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	ADVOCATING FOR LEARNING	3	College of Education	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.

CUR 525	ETHICAL ISSUES IN EDUCATION	3	College of Education	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision- making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	ASSESSMENT OF LEARNING	3	College of Education	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	College of Education	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school- wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.
CUR 532	FACILITATING ONLINE LEARNING	3	College of Education	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	College of Education	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
CUR 540	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	College of Education	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	College of Education	Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.
CUR 550	ENGAGING IN COMMUNITIES OF PRACTICE	3	College of Education	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	College of Education	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high- quality staff development and learning networks.
CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	School of Advanced Studies	Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712	CURRICULUM THEORY	3	School of Advanced Studies	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	School of Advanced Studies	This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	CURRICULUM DESIGN	3	School of Advanced Studies	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	INSTRUCTIONAL MODELS	3	School of Advanced Studies	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	ASSESSMENT OF STUDENT LEARNING	3	School of Advanced Studies	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	School of Advanced Studies	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CVCEU 2100	THE 5 CHOICES(R) TO EXTRAORDINARY PRODUCTIVITY	1.6	School of Continuing Education	The ordinary just happens, but extraordinary - that's a choice. Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten the ability to think clearly, make good decisions, and accomplish what matters most leaving individuals worn out and unfulfilled. This course offers the exceptional FranklinCovey(R) The 5 Choices of Productivity. This course presents time management redefined for the twenty-first century offering insights to increase productivity of teams, individuals, and organizations while empowering individuals to make more selective, high-impact choices about where to invest valuable time, attention, and energy. This 16 instructional hour course issues 1.6 continuing education units.
CVCEU 2500	RULE YOUR TECHNOLOGY DON'T LET IT RULE YOU	0.6	School of Continuing Education	Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten our ability to think clearly, make good decisions, and accomplish what matters most, leaving individuals worn out and unfulfilled. This course covers Choice 4 from the exceptional FranklinCovey (TM) The 5 Choices of Productivity. This materials is time management redefined for the twenty-first century: offering insights to increase productivity through the use of technology. This course provides .6 continuing education units in one, 6-hour workshop.
CYB 205	Infrastructure Administration	3	College of Information Systems and Technology	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.

CYB 409	Information Systems Leadership, Projects and Operations	3	College of Information Systems and Technology	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 492	Capstone Bachelor Implementation	3	College of Information Systems and Technology	This capstone project is the implementation phase of the capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense and other Core Courses, and the twelve selected Elective courses.
DAT 335	User Interface Principles and Design	3	College of Information Systems and Technology	This course introduces principles and techniques of user interface design with particular emphasis on databases.
DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	School of Business	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.

DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	College of Information Systems and Technology	This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	College of Information Systems and Technology	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.
DBM 296	ADMINISTERING A SQL SERVER	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.
DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.

DBM 380	DATABASE CONCEPTS	3	College of Information Systems and Technology	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	DATABASE CONCEPTS	3	College of Health Sciences and Nursing	This course covers health care database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration within the health care industry.
DBM 384	SPECIAL PURPOSE DATABASES	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	College of Information Systems and Technology	This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	DATABASE MANAGEMENT	3	College of Information Systems and Technology	The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.
DEVQA 898	TEST COURSE 4	3	Non-College Specific	
DEVQA 899	TEST COURSE 5	3	Non-College Specific	
DEVQA 997	TEST COURSE 1	3	Non-College Specific	

DEVQA 998	TEST COURSE 2	4	Non-College Specific	
DEVQA 999	TEST COURSE 3	3	Non-College Specific	
DEVQA LAD	TEST COURSE 6	10	Non-College Specific	test course
DEVQA898	TEST COURSE 4	3	Non-College Specific	

DEVQA899	TEST COURSE 5	3	Non-College Specific	
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	School of Advanced Studies	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level. 3 credits.
DHA 714	HEALTH CARE MARKETING	3	School of Advanced Studies	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services. 3 credits.
DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	School of Advanced Studies	Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	HEALTH CARE ECONOMICS	3	School of Advanced Studies	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services. 3 credits.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	School of Advanced Studies	Contemporary administration requires a thorough understanding of governmental policy and regulatory development process. Students analyze the history of health financing legislation and regulatory implications of the Medicare and Medicaid programs. This course examines the impact of emerging social, economic, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	School of Advanced Studies	This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology. 3 credits.
DHA 724	GLOBALIZATION OF HEALTH CARE	3	School of Advanced Studies	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development. 3 credits.

DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	School of Advanced Studies	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision-making. Students will apply this science in the analysis of emerging health epidemics and diseases. 3 credits.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	School of Advanced Studies	This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings. 3 credits.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge. 3 credits.
DHAX 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DISCWKSP	DISC FOR STUDY GROUPS	0	Non-College Specific	The DiSC for Study Groups is a class that provides a personality profile and behavioral profile for students to help them improve their communication and interaction with other study group members. It is designed to help students succeed in their study groups.
DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	School of Advanced Studies	This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 720N	PROPOSAL SEMINAR	3	School of Advanced Studies	This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 720R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This 3-day residency course begins the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This course will incorporate students from various doctoral programs/disciplines.
DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines. 3 credits.
DOC 723	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines.

DOC 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	School of Advanced Studies	This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.

DOC 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	School of Advanced Studies	This 3-day residency course is designed to facilitate the process through an approved doctoral proposal to final submission of the doctoral dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 735	RESEARCH PROPOSAL	3	School of Advanced Studies	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	DISSERTATION I	3	School of Advanced Studies	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736C	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC/737.

DOC 736IA	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IC	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736N1	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737

DOC 736N2	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737.
DOC 736N3	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737
DOC 737	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/ mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 737I	DISSERTATION II	3	School of Advanced Studies	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner/chair agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737N	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738B	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738C	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738IA	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IC	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N1	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738N2	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738N3	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 740R	ANNUAL RENEWAL RESIDENCY	0	School of Advanced Studies	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
DOC 741	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.

DOC 741A	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 741R	ANNUAL RENEWAL RESIDENCY	2	School of Advanced Studies	This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.
DOC 742	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to the Concept Review.
DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will allow the student to submit to the Concept Review.

DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.

DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 893	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 988	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 989	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 991	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 992	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 993	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 994	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 999	DOCTORAL DISSERTATION REVIEW FACULTY	0	School of Advanced Studies	Test course for doctoral dissertation review faculty.
DOCX 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOCX 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOCX 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DSC 330	DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS	3	School of Business	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.

ECE 510	Effective Instruction for Early Childhood Education	3	College of Education	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	College of Education	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	College of Education	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	College of Education	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.

ECE 514	FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.
ECH 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	College of Education	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self- evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	College of Education	This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.
ECH 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance young children's learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing children's problem-solving skills.
ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	College of Education	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	College of Education	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	College of Education	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	College of Education	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)	4	College of Education	This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on Kindergarten through Age 8 or through Grade 3 student teaching experiences.

ECH 598	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 599	EARLY CHILDHOOD STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 365T	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 370	ENVIRONMENTAL ECONOMICS	3	College of Humanities and Sciences	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 561	ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

EDCEU 1001	CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT	0.5	School of Continuing Education	Excellent classroom management is critical for new and experienced teachers alike. This professional development course focuses on strategies used in managing a positive classroom. Topics include management models, motivation, working with disruptive students, classroom expectations and procedures, and communication. Students will practice using multiple strategies for student engagement and classroom management. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1002	ASSESSMENT AND EVALUATION	0.5	School of Continuing Education	Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development course examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques. This course provides 0.5 continuing education units in one 5-hour course.
EDCEU 1003	DIFFERENTIATED LEARNING	0.5	School of Continuing Education	Differentiation is no easy feat. This professional development course will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading, and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills, and content area mastery, including selecting supplemental content area media for a variety of reading levels. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1004	POSITIVE BEHAVIOR AND SUPPORTS (PBIS)	0.5	School of Continuing Education	This course is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the planning process in their school.

EDCEU 1005	THE GIFTED AND TALENTED LEARNER	0.5	School of Continuing Education	This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and Creative Thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.
EDCEU 1006	HIGHER ORDER THINKING SKILLS	0.5	School of Continuing Education	Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development course examines the (HOTS) required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.
EDCEU 1007	THE HIGHLY EFFECTIVE SUBSTITUTE EDUCATOR	1.5	School of Continuing Education	This professional development course is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management, and instructional strategies that promote student learning.
EDCEU 1008	FLORIDA TEACHER CERTIFICATION EXAM GK TEST PREP	0.5	School of Continuing Education	This course prepares students for the Florida Teacher Certification General Knowledge Exam by reviewing key reading, English language skills and essay, as well as key mathematics topics.

EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	School of Advanced Studies	This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.
EDD 712	LEADERSHIP IN CONTEMPORARY ORGANIZATION	3	School of Advanced Studies	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 713	LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM	3	School of Advanced Studies	The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/ training and the military play in instilling a belief in lifelong learning is of focus.
EDD 714	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	School of Advanced Studies	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	PLANNING AND LEADING CHANGE	3	School of Advanced Studies	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	THE LEGAL CONTEXT OF EDUCATION	3	School of Advanced Studies	This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case laws and specific pieces of education legislation are reviewed.
EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	School of Advanced Studies	The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724	INSTRUCTIONAL LEADERSHIP	3	School of Advanced Studies	In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.

EDD 731	THE ECONOMICS OF EDUCATION	3	School of Advanced Studies	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	School of Advanced Studies	This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
EDD 733	EVALUATION AND ASSESSMENT METHODS	3	School of Advanced Studies	This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	School of Advanced Studies	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	School of Advanced Studies	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 721	INSTRUCTIONAL DESIGN	3	School of Advanced Studies	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	DISTANCE LEARNING	3	School of Advanced Studies	This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	School of Advanced Studies	This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.

EDT 731	SYSTEM ANALYSIS AND DESIGN	3	School of Advanced Studies	This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.
EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	School of Advanced Studies	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	TECHNOLOGY LEADERSHIP	3	School of Advanced Studies	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	FOUNDATIONS OF EDUCATION	3	College of Education	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	College of Education	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	College of Education	In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.
EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	College of Education	This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions-whether inherited through culture and tradition or consciously adopted-interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.
EDU 300	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 300CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a preK-8 environment.

EDU 305CA	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 311CA	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	College of Education	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 321	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 321CA	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	ELEMENTARY EDUCATION SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EDUC 519	FOUNDATIONS OF EDUCATION	3	College of Education	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	CLASSROOM MANAGEMENT FOR EDUCATORS	3	College of Education	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	College of Education	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	College of Education	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	College of Education	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	TEACHING CRITICAL THINKING SKILLS	3	College of Education	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	College of Education	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	College of Education	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	College of Education	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	College of Education	This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420	ELEMENTARY METHODS - SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425	ELEMENTARY METHODS- HEALTH/PE	3	College of Education	This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430	ELEMENTARY METHODS - SOCIAL STUDIES	3	College of Education	This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435	ELEMENTARY METHODS - FINE ARTS	3	College of Education	This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 438CA	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EED 496	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.

EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

ELEC 710	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 711	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 712	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 713	PHD I/O ELECTIVE	3	School of Advanced Studies	Elective course for PHD I/O program: PSYCH/780 or PSYCH/790

ELEC 714	DHA ELECTIVE	3	School of Advanced Studies	Placeholder for elective courses in the DHA program.
ELEC 725	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 532	Creating an Effective Learning Environment	3	College of Education	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	College of Education	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	College of Education	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.

ELM 536	Social Studies Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE	2	College of Education	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.

ELM 545	ELEMENTARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 583	Elementary Clinical Practice	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
ELM 586	ELEMENTARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
ELM 587	ELEMENTARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.
ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 599	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	EMERGENCY PREPAREDNESS AND PLANNING	3	College of Health Sciences and Nursing	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	EMERGENCY SERVICES AND THE COMMUNITY	3	College of Health Sciences and Nursing	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350	MANAGING EMERGENCY RESPONSE OPERATIONS	3	College of Health Sciences and Nursing	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 100	CRITICAL READING AND COMPOSITION	3	College of Humanities and Sciences	This course develops the reading, writing and critical thinking skills that are essential for academic and life success.
ENG 101	EFFECTIVE ESSAY WRITING	3	College of Humanities and Sciences	Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.
ENG 102	RESEARCH WRITING	3	College of Humanities and Sciences	Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ENG 106	SURVEY OF LITERARY MASTERPIECES	3	College of Humanities and Sciences	This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 125	LITERATURE IN SOCIETY	3	College of Humanities and Sciences	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.
ENG 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	College of Humanities and Sciences	This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.
ENG 157	MULTICULTURAL LITERATURE	3	College of Humanities and Sciences	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 200	RHETORIC AND RESEARCH	3	College of Humanities and Sciences	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	College of Humanities and Sciences	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	MECHANICS OF WRITING	3	College of Humanities and Sciences	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	INTRODUCTION TO CREATIVE WRITING	3	College of Humanities and Sciences	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.

ENG 260	FOLKLORE AND FAIRYTALES	3	College of Humanities and Sciences	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265	THE SHORT STORY	3	College of Humanities and Sciences	This course examines the short story through notable works and writers.
ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.

ENG 295	CHILDREN'S LITERATURE	3	College of Humanities and Sciences	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 301	AMERICAN ETHNIC LITERATURE	3	College of Humanities and Sciences	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	WRITING PROPOSALS	1	College of Humanities and Sciences	This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	College of Humanities and Sciences	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380	APPLIED LINGUISTICS	3	College of Humanities and Sciences	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 437	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	College of Humanities and Sciences	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

ENG 491	AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political and social writings, and poetry will be read and discussed.
ENG 492	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493	ENGLISH LITERATURE TO 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.
ENG 494	ENGLISH LITERATURE SINCE 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 495	ADVANCED CREATIVE WRITING	3	College of Humanities and Sciences	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.
ENGPROF 01	ENGLISH COMPOSITION PROFICIENCY COURSE	0	College of Humanities and Sciences	This proficiency exam, which is a zero credit- bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.
ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	School of Business	This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	School of Business	This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.

ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	School of Business	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100M	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.
ENV 310	ENVIRONMENTAL MANAGEMENT	3	College of Humanities and Sciences	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	College of Humanities and Sciences	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 320	ENVIRONMENTAL LAW	3	College of Humanities and Sciences	This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.
ENV 340	ENERGY AND THE ENVIRONMENT	3	College of Humanities and Sciences	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.
ENV 410	ENVIRONMENTAL TOXICOLOGY	3	College of Humanities and Sciences	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	ENVIRONMENTAL RISK ASSESSMENT	3	College of Humanities and Sciences	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 431	PUBLIC POLICY ANALYSIS	3	College of Humanities and Sciences	This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 125	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	College of Humanities and Sciences	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter- related nature of ethics, morality, legal responsibility, and social issues.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	School of Business	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.
ETH 328	DATA ETHICS AND SECURITY	3	School of Business	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	ACCOUNTING ETHICS	3	School of Business	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

EXAM 799	COMPREHENSIVE EXAMINATION	1	School of Advanced Studies	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.
FIN 366	FINANCIAL INSTITUTIONS	3	School of Business	This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.
FIN 370	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 370T	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	School of Business	This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
FIN 402	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	School of Business	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	WORKING CAPITAL MANAGEMENT	3	School of Business	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to- day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.
FIN 415	CORPORATE RISK MANAGEMENT	3	School of Business	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419	FINANCE FOR DECISION MAKING	3	School of Business	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	PERSONAL FINANCIAL PLANNING	3	School of Business	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	School of Business	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction ad contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	School of Business	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 444	MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING	3	School of Business	This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467	REAL ESTATE INVESTMENT	3	School of Business	This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	CORPORATE FINANCE	3	School of Business	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 572	HEALTHCARE FINANCE	3	School of Business	This course applies healthcare finance concepts to make effective management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include reimbursement strategies, cash flow, working capital, capital budgets, and long-term financing.
FIN 575	PROJECT BUDGET AND FINANCE	3	School of Business	This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
FIN 580	GLOBAL CAPITAL MARKETS	3	School of Business	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	FINANCIAL CONTROLLING	3	School of Business	This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590	AUDIT AND COMPLIANCE MANAGEMENT	3	School of Business	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	REAL ESTATE INVESTMENT	3	School of Business	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 592	MERGERS AND ACQUISITIONS	3	School of Business	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 593	INVESTMENT BANKING	3	School of Business	This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	School of Advanced Studies	This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP/IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.
FNP 001	FNP ORIENTATION	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
FP 100T	EVERYDAY ECONOMICS AND FINANCES	3	College of Humanities and Sciences	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FP 101	FOUNDATIONS OF PERSONAL FINANCE	3	College of Humanities and Sciences	This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

GBM 380	GLOBAL BUSINESS	3	School of Business	This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.
GBM 381	INTERNATIONAL TRADE	3	School of Business	This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.
GEN 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	College of Humanities and Sciences	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEN 480	INTERDISCIPLINARY CAPSTONE COURSE	3	College of Humanities and Sciences	This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

GEO 180	PHYSICAL GEOGRAPHY	3	College of Humanities and Sciences	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GFT 500	Teaching Gifted and Talented Learners	3	College of Education	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	College of Education	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	College of Education	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	College of Education	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GHA 548	FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS	3	College of Health Sciences and Nursing	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.
GHS 573	INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	College of Criminal Justice and Security	This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.
GHS 593	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	College of Criminal Justice and Security	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

GLG 220	PHYSICAL GEOLOGY	3	College of Humanities and Sciences	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.
GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	School of Business	This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

HCA 210	INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE	3	College of Health Sciences and Nursing	This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220	THE LANGUAGE OF HEALTH CARE	3	College of Health Sciences and Nursing	This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230	COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.
HCA 240	HEALTH & DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY	3	College of Health Sciences and Nursing	This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250	THE PSYCHOLOGY OF HEALTH	3	College of Health Sciences and Nursing	In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.
HCA 260	HEALTH CARE'S LAW AND ETHICS ENVIRONMENT	3	College of Health Sciences and Nursing	This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
HCA 270	FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.

HCIS 245	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.
HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 255	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
HCIS 265	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 275	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.
HCIS 305	TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and types of provider service models in the health care delivery systems. Topics will include common disease management and processes that impact the delivery of health care services.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	College of Health Sciences and Nursing	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCM 440	HEALTH CARE DATA ANALYTICS	3	School of Business	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCR 201	MEDICAL BILLING AND CODING	3	College of Health Sciences and Nursing	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.

HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.
HCR 210	PATIENT RECORDS: KEEPING IT REAL	3	College of Health Sciences and Nursing	Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.
HCR 220	CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH	3	College of Health Sciences and Nursing	Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.
HCR 230	CLAIMS PREPARATION II: FOOTING THE BILLS	3	College of Health Sciences and Nursing	This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240	COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO	3	College of Health Sciences and Nursing	This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	College of Health Sciences and Nursing	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.

HCS 207	Introduction to Medical Terminology	3	College of Health Sciences and Nursing	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	ANATOMY AND PHYSIOLOGY I	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.

HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.

HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	College of Health Sciences and Nursing	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 310	HEALTH CARE DELIVERY IN THE UNITED STATES	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 320	HEALTH CARE COMMUNICATION STRATEGIES	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.
HCS 325	HEALTH CARE MANAGEMENT	3	College of Health Sciences and Nursing	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 330	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	College of Health Sciences and Nursing	This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.
HCS 341	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	ORGANIZATIONAL BEHAVIOR	3	College of Health Sciences and Nursing	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	HEALTH CARE ACCOUNTING	3	College of Health Sciences and Nursing	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 429CA	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs, and systems that affect the health of the human body.
HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	College of Health Sciences and Nursing	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	College of Health Sciences and Nursing	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.
HCS 436	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.
HCS 437	LONG-TERM CARE ADMINISTRATION	3	College of Health Sciences and Nursing	This course introduces students to the organization and management of long-term care. The impact of state and federal regulations are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long-term care.
HCS 446	FACILITY PLANNING	3	College of Health Sciences and Nursing	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.

HCS 449	HEALTH ADMINISTRATION CAPSTONE	3	College of Health Sciences and Nursing	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	College of Health Sciences and Nursing	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Health Sciences and Nursing	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.
HCS 456	RISK MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.

HCS 457	PUBLIC AND COMMUNITY HEALTH	3	College of Health Sciences and Nursing	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	HEALTH CARE RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements evidence based research within health care.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	College of Health Sciences and Nursing	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 478	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.

HCS 482	HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.
HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 490	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	College of Health Sciences and Nursing	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 499	HEALTH CARE STRATEGY CAPSTONE	3	College of Health Sciences and Nursing	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.

HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	1	College of Health Sciences and Nursing	This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.
HCS 510	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.
HCS 529	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	College of Health Sciences and Nursing	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542	HEALTH CARE RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	College of Health Sciences and Nursing	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	College of Health Sciences and Nursing	This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 589	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	School of Advanced Studies	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non- secular), and goals of education from classical times through modern American higher education.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	School of Advanced Studies	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	School of Advanced Studies	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.

HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	School of Advanced Studies	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.
HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	School of Advanced Studies	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.

HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	School of Advanced Studies	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.
HINF 500	INFORMATICS FOR HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	THE SYSTEMS LIFE CYCLE	3	College of Health Sciences and Nursing	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy- in from stakeholders.
HINF 520	DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.

HIS 110CA	U.S. HISTORY TO 1865	3	College of Humanities and Sciences	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 120CA	U.S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.
HIS 125	US HISTORY FROM 1865 TO 1945	3	College of Humanities and Sciences	This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.
HIS 135	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

HIS 265	HAWAII: HISTORY AND CULTURE	3	College of Humanities and Sciences	This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi-cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.
HIS 276CA	GLOBAL CIVILIZATIONS 1400-1700	3	College of Humanities and Sciences	This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 301	UNITED STATES CONSTITUTION	3	College of Humanities and Sciences	This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	CALIFORNIA STATE HISTORY	3	College of Humanities and Sciences	This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

HIS 311	NEVADA AND U.S. CONSTITUTION	3	College of Humanities and Sciences	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 335	EUROPE AND THE WORLD WARS	3	College of Humanities and Sciences	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	ANCIENT WORLDS	3	College of Humanities and Sciences	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	THE HISTORY OF AFRICA	3	College of Humanities and Sciences	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 510	AZ CONSTITUTION	1	College of Education	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.
HIS 511	U.S. CONSTITUTION	1	College of Education	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIT 300	INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY	3	College of Information Systems and Technology	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	HEALTH INFORMATION SYSTEMS SUPPORT	3	College of Information Systems and Technology	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.

HIT 400	ELECTRONIC HEALTH RECORDS MANAGEMENT	3	College of Information Systems and Technology	This course covers Electronic Health Records (EHR) Management. Content includes governmental regulations, patient information management, and system integration. Coursework explores configuring EHRs, addressing vendor-specific systems, and the fundamentals of health workflow process analysis.
HIT 450	IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	College of Education	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	School of Business	This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475	HOSPITALITY DECISION ANALYSIS	3	School of Business	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality. organization.
HM 476	HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE	3	School of Business	This applied capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	School of Business	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	College of Education	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION	3	College of Health Sciences and Nursing	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS	3	College of Health Sciences and Nursing	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	EVALUATION AND ASSESSMENT METHODOLOGIES	3	College of Health Sciences and Nursing	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRCEU 1000	COACHING ESSENTIALS	0.6	School of Continuing Education	Business leaders are expected to help their team meet or exceed expectations by driving productivity and profitability for the organization. Coaching is a leadership tool used to improve performance and contribute to achieving the goals of the organization. In this course, students will explore the benefits of coaching, coaching approaches, how to develop an action plan, and methods for ensuring the coaching process is successful. This course provides 0.6 continuing education units in one, 6-hour workshop.

HRCEU 2000	WORKING WITH A GENERATIONALLY-DIVERSE WORKFORCE	0.6	School of Continuing Education	Human resource professionals communicate with a multigenerational workforce across all levels of an organization. Having a foundational knowledge of the behavioral characteristics of different generations is important to your success as an HR professional. Learners will gain an understanding of the generational differences, adapt their communication and work styles, and apply conflict intervention and resolution practices. This course provides .6 continuing education units, in one - 6 hour workshop.
HRCEU 2220	CHANGE MANAGEMENT	0.6	School of Continuing Education	Critical to any organization's success is the ability to facilitate effective change. The ability to effectively manage and adapt to change requires an understanding of various levels of change and methods of bringing about change. This course explores the fundamentals of change management and how it is of benefit to organizations in an era of constant transformation. Students will learn the steps of the change process, obstacles to change, strategies used to manage and adapt to change, as well as how to address the uncertainty that change brings about in order to move others forward. This course provides 0.6 continuing education units in one, 6-hour workshop.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	School of Business	This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	CHANGE MANAGEMENT	3	School of Business	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324	TOTAL COMPENSATION	3	School of Business	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326	EMPLOYEE DEVELOPMENT	3	School of Business	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	School of Business	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	School of Business	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	School of Business	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 531	HUMAN CAPITAL MANAGEMENT	3	School of Business	This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 546	HUMAN RESOURCE LAW	3	School of Business	This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548	RECRUITMENT AND RETENTION PRACTICES	3	School of Business	This course prepares students to evaluate and develop a a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	School of Business	This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.
HRM 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	School of Business	This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.
HRM 595	HUMAN RESOURCE CAPSTONE COURSE	3	School of Business	This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.

HRTP 2000	SHRM-CP (TM)/SHRM-SCP (TM) CERTIFICATION PREPARATION	4	School of Continuing Education	In today's ever-changing workplace, human resource professionals are assuming more responsibilities in organizations and contributing to the achievement of strategic goals by hiring and retaining talented employees. Whether you are seeking certification, recertification, or professional development opportunities, the SHRM-CP (TM)/SHRM- SCP (TM) certification preparation course offers accelerated and comprehensive training on the Body of Competency and Knowledge (SHRM BoCK (TM)), focusing on the People, Organization, Workplace, and Strategy knowledge domains. The course also covers the eight behavioral competencies for human resources professionals: Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, and Communications. Students will gain or improve human resources knowledge and skills by using practical and real-life information, online assessments and practice tests, and creating a personal study plan, through the use of the SHRM Learning
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	College of Social Sciences	This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.
HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	College of Social Sciences	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	College of Social Sciences	This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.

HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	College of Social Sciences	This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	College of Social Sciences	This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person's ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.
HS 255	HUMAN SERVICE CAPSTONE COURSE	3	College of Social Sciences	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.
HSM 210	HUMAN SERVICES IN THE UNITED STATES	3	College of Social Sciences	This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220	HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE	3	College of Social Sciences	This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	College of Social Sciences	This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.
HSM 240	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	College of Social Sciences	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	College of Social Sciences	This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	College of Social Sciences	This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.
HSN 300	PHARMACOLOGY I	4	College of Health Sciences and Nursing	This course examines the registered nurse's role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
HSN 301	PHARMACOLOGICAL INTERVENTIONS I	3	College of Health Sciences and Nursing	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.
HSN 310	PHARMACOLOGY II	4	College of Health Sciences and Nursing	This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence- based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

HSN 311	PHARMACOLOGICAL INTERVENTIONS II	3	College of Health Sciences and Nursing	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	HEALTH INFORMATION TECHNOLOGY FOR NURSING	3	College of Health Sciences and Nursing	This course examines electronic modalities that assists in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 471	POLICY, LAW AND ETHICAL CONSIDERATIONS	2	College of Health Sciences and Nursing	This course examines legal and ethical decision making, health policy development, legislation, and regulation in the context of nursing practice.

HSN 476	HEALTHCARE POLICY AND FINANCIAL MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
HSN 548	ROLE OF THE HEALTH CARE/NURSING EDUCATOR	3	College of Health Sciences and Nursing	Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	College of Health Sciences and Nursing	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	College of Health Sciences and Nursing	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

HSN 590	ADVANCED PHARMOCOTHERAPEUTICS	3	Non-College Specific	This course is designed to provide the nursing student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HST 155	U. S. HISTORY TO 1865	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.

HST 206	LATIN AMERICA	3	College of Humanities and Sciences	This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.
HST 275	GLOBAL CIVILIZATIONS TO 1500	3	College of Humanities and Sciences	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	College of Humanities and Sciences	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 290	HISTORIANS AND HISTORY	3	College of Humanities and Sciences	This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.

HST 320	HISTORY RESEARCH METHODS	3	College of Humanities and Sciences	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	AMERICAN REVOLUTION	3	College of Humanities and Sciences	This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.
HST 498	HISTORY CAPSTONE	3	College of Humanities and Sciences	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 201	INTRODUCTION TO HOSPITALITY	3	School of Business	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	School of Business	This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT IN HOSPITALITY	3	School of Business	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	School of Business	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
HTT 241	FOOD AND BEVERAGE MANAGEMENT	3	School of Business	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 251	HOSPITALITY OPERATIONS	3	School of Business	This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.
HUM 105	WORLD MYTHOLOGY	3	College of Humanities and Sciences	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 111	CRITICAL AND CREATIVE THINKING	3	College of Humanities and Sciences	This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.
HUM 115	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 130	RELIGIONS OF THE WORLD	3	College of Humanities and Sciences	This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.
HUM 150	INTRODUCTION TO FILM STUDIES	3	College of Humanities and Sciences	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 176	MEDIA AND AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

HUM 300	THE GLOBAL VILLAGE	1	College of Humanities and Sciences	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	INTEGRATIVE STUDIES	3	College of Humanities and Sciences	This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	DATA MODELING	3	College of Information Systems and Technology	This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

IM 310	DATA ANALYTICS AND MODELING	3	College of Information Systems and Technology	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IND 701	INDEPENDENT STUDY I	3	School of Advanced Studies	The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
INTNETWKSP	INTRO TO THE INTERNET	0	Non-College Specific	This is not an actual course. It is entered as a means of scheduling a non-academic activity.
IOP 455	PROFESSIONAL ETHICS	3	College of Social Sciences	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	ORGANIZATIONAL CULTURES	3	College of Social Sciences	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	GROUP DYNAMICS	3	College of Social Sciences	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision- making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	ASSESSMENT TOOLS FOR ORGANIZATIONS	3	College of Social Sciences	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	CAPSTONE PROJECT	3	College of Social Sciences	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 305	SYSTEMS OPERATIONS MANAGEMENT	3	School of Business	This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 361	PURCHASING AND PROCUREMENT	3	School of Business	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.
ISCOM 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	School of Business	This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.
ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	School of Business	This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	School of Business	This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.
ISCOM 385	INVENTORY AND MATERIALS MANAGEMENT	3	School of Business	This course provides an overview of the strategic role that inventory plays in the modern logistics environment. Topics include inventory models, regulations, outsourcing, material handling, procurement, continuous improvement, inventory control, and measuring inventory productivity.
ISCOM 386	SERVICE OPERATIONS MANAGEMENT	3	School of Business	The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.
ISCOM 424	END-TO END SUPPLY CHAIN MANAGEMENT	3	School of Business	This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472	LEAN ENTERPRISE	3	School of Business	This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.
ISCOM 473	GLOBAL SOURCING AND PROCUREMENT	3	School of Business	This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	School of Business	This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	SUPPLY CHAIN MANAGEMENT CAPSTONE	3	School of Business	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IT domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.
IST 721	KNOWLEDGE WORKER INFORMATION SYSTEMS	3	School of Advanced Studies	In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722	INFORMATION TECHNOLOGY FOR TEAMS	3	School of Advanced Studies	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	School of Advanced Studies	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IT domains within an organization.
IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	School of Advanced Studies	This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IT domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.
IST 733	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	College of Information Systems and Technology	Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.
IT 205	MANAGEMENT OF INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 206	PC APPLICATIONS SUPPORT	3	College of Information Systems and Technology	This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.
IT 210	FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object- oriented programming concepts, terminology, and notation.
IT 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
IT 235	IMAGE EDITING AND IMPLEMENTATION	3	College of Information Systems and Technology	Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop Elements is required for this class.
IT 236	INTRO TO WEB DESIGN I	3	College of Information Systems and Technology	Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.

IT 237	INTRO TO WEB DESIGN II	3	College of Information Systems and Technology	Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.
IT 238	WEB SYSTEMS	3	College of Information Systems and Technology	This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
IT 240	INTRO TO LAN TECHNOLOGIES	3	College of Information Systems and Technology	This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, basic networking security concepts.
IT 241	INTRO TO W-LAN TECHNOLOGIES	3	College of Information Systems and Technology	Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242	INTRO TO WAN TECHNOLOGIES	3	College of Information Systems and Technology	This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244	INTRO TO IT SECURITY	3	College of Information Systems and Technology	Concepts of General IT security and its rationale will be introduced. Content includes contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
IT 260	INTRO TO DESKTOP DATABASES	3	College of Information Systems and Technology	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
IT 261	ADVANCED DESKTOP DATABASES	3	College of Information Systems and Technology	This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264	INTRODUCTION TO SQL	3	College of Information Systems and Technology	This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
IT 265	MANAGING THE DATABASE ENVIRONMENT	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
IT 280	COMPUTER HARDWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
IT 282	COMPUTER SOFTWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284	ENTERPRISE COMPUTER SUPPORT	3	College of Information Systems and Technology	This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.
IT 286	COMPUTER MAINTENANCE AND TROUBLESHOOTING	3	College of Information Systems and Technology	This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
JRN 310	INTRODUCTION TO JOURNALISM	3	School of Business	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	RESEARCH FOR JOURNALISM	3	School of Business	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330	JOURNALISTIC WRITING I	3	School of Business	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	JOURNALISTIC WRITING II	3	School of Business	This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350	CONTROVERSIAL ISSUES IN JOURNALISM	3	School of Business	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	STORYTELLING: A MULTIMEDIA APPROACH	3	School of Business	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

LAW 441	BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS	3	School of Business	This course provides students with overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.
LAW 531	BUSINESS LAW	3	School of Business	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	School of Business	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	School of Business	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	School of Business	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	School of Business	This course we will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.
LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	School of Business	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.

LDCEU 1000	APPLYING LEADERSHIP PRINCIPLES	0.6	School of Continuing Education	Dynamic leaders exhibit critical leadership skills to effectively set the direction for the team and organization. Solid leadership inspires others and motivates the team to perform at a higher level, increasing productivity. In this course, you will learn the principles of effective leadership and practical strategies to apply on the job to improve your performance as a leader within your work group or organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1005	DEVELOPING YOURSELF AS A LEADER	0.6	School of Continuing Education	As a first-time manager or team lead, individuals will need to develop a skillset as a leader in order to be successful. This course will provide methods for new managers to perform a personal assessment to identify areas for improvement and apply strategies to develop and grow leadership capabilities. New managers will learn best practices and proven techniques and strategies that can be leveraged to grow leadership skills. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1010	PRACTICAL LEADERSHIP	0.6	School of Continuing Education	Recently promoted managers, successful employees or other individual contributors who seek to become more influential in their organization require an expanded understanding of leadership. In this course, students will explore the practical skills needed to transition from being an individual contributor to becoming a leader of diverse teams to achieve business results. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 5000	MANAGERIAL LEADERSHIP	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.

LDR 300	INNOVATIVE LEADERSHIP	3	School of Business	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 531	ORGANIZATIONAL LEADERSHIP	3	School of Business	This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LDR 533	LEADERSHIP FOR HEALTHCARE ORGANIZATIONS	3	School of Business	This course prepares students to apply leadership principles specific to the healthcare industry. Students will learn about the relationship between healthcare providers, physicians, and the organization. Other topics include organizational culture, group behavior, motivation, power, politics, and organizational change specific to healthcare organizations.
LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	School of Advanced Studies	In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework-all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.

LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	School of Advanced Studies	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	School of Advanced Studies	This course explores successful leadership and controversial issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that create a balanced value in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

LDR 736	ARCHITECTURE OF LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short- and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.
LEO 563	LAW ENFORCEMENT INTELLIGENCE OPERATIONS	3	College of Criminal Justice and Security	This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.
LEO 573	ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING	3	College of Criminal Justice and Security	This course explores methods to track and measure an organization's overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.
LEO 583	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	College of Criminal Justice and Security	This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	College of Criminal Justice and Security	This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	College of Humanities and Sciences	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	College of Humanities and Sciences	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course is a survey of American Literature since 1860.
LIT 304	SHAKESPEARE	3	College of Humanities and Sciences	This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	College of Humanities and Sciences	This course examines the American novel through major genres and authors.
LIT 330	MODERN POETRY	3	College of Humanities and Sciences	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	LITERARY THEORY AND CRITICISM	3	College of Humanities and Sciences	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	LITERATURE OF THE FANTASTIC	3	College of Humanities and Sciences	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	INTRODUCTION TO LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	MANAGEMENT WITHIN THE LIFESPAN INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	REGULATIONS IN LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	LIFESPAN MANAGEMENT CAPSTONE	3	College of Health Sciences and Nursing	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	College of Health Sciences and Nursing	This course provides an overview of programs and products related to our rapidly expanding long- term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

LTC 315	ALTERNATIVE LIVING ENVIRONMENTS	3	College of Health Sciences and Nursing	This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.
LTC 328	LEGAL PERSPECTIVES IN AGING	3	College of Health Sciences and Nursing	This course will focus on the legal and regulatory issues related to today's long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.
MACEU 2010	GOOGLE(R) ANALYTICS	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions which impact their future course. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis becomes informed decision-making. This course provides 0.6 continuing education units over one 6-hour workshop.
MAT 001	MATH PLACEMENT EXAM A	0	College of Humanities and Sciences	This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.

MAT 002	MATH PLACEMENT EXAM B	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 003	MATH PLACEMENT EXAM C	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 116	ALGEBRA 1A	3	College of Humanities and Sciences	This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra IB.
MAT 117	ALGEBRA 1B	3	College of Humanities and Sciences	This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.

MAT 207	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MAT 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MBL 400	MOBILE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402	ANDROID MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 404	ANDROID MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 406	IOS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 408	IOS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MDT 523	LEGAL AND ETHICAL ISSUES IN MEDIATION	3	College of Social Sciences	Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 552	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.

MFCC 556	FAMILY SYSTEMS THEORY	3	College of Social Sciences	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561	FAMILY INTERVENTIONS	3	College of Social Sciences	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.
MFCC 591O	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	College of Social Sciences	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597B	INTERNSHIP B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C	INTERNSHIP	3	College of Social Sciences	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MGCEU 1000	MANAGING ORGANIZATIONAL GOALS	0.6	School of Continuing Education	Managers are responsible for setting the goals for their team and for managing their work. Organizational goals can often get lost in layers of management and not get communicated to the individual contributors. In the absence of goals, employees can feel unmotivated or can even set their own goals for achievement, which can result in poor and conflicting team performance. In this course, students will develop the necessary skills to establish tactical goals for their team based on organizational directives, and create and manage action plans to achieve these goals. This course provides 0.8 continuing education units in two, 4-hour workshops.
MGCEU 1005	WHAT GOOD MANAGERS DO: THE FIRST 100 DAYS	0.6	School of Continuing Education	Taking on a management role can be a bit scary. Understanding how to conduct performance appraisals, monitor work processes, communicate effectively with team members, build an internal network of supportive colleagues, and avoid common management pitfalls can be overwhelming for a new manager. This course provides the basics of effective management key for the first 100 days on the job. Topics include managerial responsibilities and skills such as the ability to resolve conflicts, coach teams to optimal performance, and serve as an advocate for their team within the wider corporate structure. This course provides 0.6 continuing education units in one, 6-hour workshop.
MGCEU 1010	EFFECTIVE MANAGEMENT	0.6	School of Continuing Education	The world of business is increasingly centered on the interaction of different teams, both within and outside the organization. The success of a team within a company is often directly linked to the ability of a manager to lead and manage the team effectively. In order to perform the job well, the manager must understand the different roles of those on the team. A manager should be trained to develop the capabilities of all team members and address issues as soon as they surface. This course will help students gain an understanding of the fundamentals of becoming an effective manager for their team. This course provides 0.6 continuing education units in one, 6-hour workshop.

MGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	HOSPITALITY ENTREPRENEURSHIP	3	School of Business	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 360	GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT	3	School of Business	This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.
MGT 362	CHANGE MANAGEMENT AND IMPLEMENTATION	3	School of Business	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	School of Business	This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 411	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	School of Business	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	EVALUATING NEW BUSINESS OPPORTUNITIES	3	School of Business	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 420	MANAGING QUALITY IN THE SUPPLY CHAIN	3	School of Business	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	EMPLOYMENT LAW	3	School of Business	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	School of Business	This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.
MGT 448	GLOBAL BUSINESS STRATEGIES	3	School of Business	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises. (3 credits; 5 weeks) Prereq: none
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	School of Business	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.
MGT 498	STRATEGIC MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

MGT 521	MANAGEMENT	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.
MGT 527	CONSULTING	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	School of Business	This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 539	THE GLOBAL ECONOMY	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.

MGT 557	NEGOTIATION, POWER, AND POLITICS	3	School of Business	This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.
MGT 567	ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course prepares students to align an organization's social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.
MGT 598	CONSULTING PROJECT	3	School of Business	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	School of Advanced Studies	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.

MGT 716	MANAGEMENT PHILOSOPHIES	3	School of Advanced Studies	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	EMERGING MANAGERIAL PRACTICES	3	School of Advanced Studies	This course prepares students to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, students will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizational leaders are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches to meet the challenges of the future of work.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course empowers students to manage complexity and lead organizations through strategic decision making. Students focus on managing information systems and theoretical and practical frameworks to enable organizational performance and innovation.

MHA 505	SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS	3	College of Health Sciences and Nursing	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS	3	College of Health Sciences and Nursing	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	LEVERAGING INFORMATICS IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures wtihin organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.

MHA 515	SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT	3	College of Health Sciences and Nursing	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE	3	College of Health Sciences and Nursing	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organziations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES	3	College of Health Sciences and Nursing	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will begin to exemplify the traits of Adaptive Leadership in the context of the health sector. Topics include leading in complex environments (transparency and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and collaboration, concepts of power and professional culture.

MHA 543	TACKLING THE TALENT WAR IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and enagement.
MHA 560	CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will examine strategies for successfully elevating the role of the health care organization through a well- defined "brand". Topics will include brand-as- promise, brand-as-experience, and brand-as- emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE	3	College of Health Sciences and Nursing	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 310	PERSONAL SELLING	3	School of Business	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	School of Business	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
MKT 360	SALES FORCE MANAGEMENT	3	School of Business	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	MARKETING	3	School of Business	This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

MKT 431	SMALL BUSINESS MARKETING	3	School of Business	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.
MKT 435	CONSUMER BEHAVIOR	3	School of Business	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.
MKT 438	PUBLIC RELATIONS	3	School of Business	This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship building strategies; and ethics and public relations. (3 credits; 5 weeks)
MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	School of Business	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 441	MARKETING RESEARCH	3	School of Business	This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.
MKT 443	SOCIAL MEDIA MARKETING	3	School of Business	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	HOSPITALITY MARKETING	3	School of Business	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer- relationships through marketing.
MKT 446	SEARCH ENGINE OPTIMIZATION	3	School of Business	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447	ADVERTISING AND CREATIVE STRATEGY	3	School of Business	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.
MKT 448	WEB ANALYTICS FOR DIGITAL MARKETING	3	School of Business	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	School of Business	This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.
MKT 498	INTEGRATED MARKETING STRATEGY	3	School of Business	This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 544	INTEGRATED MARKETING COMMUNICATIONS	3	School of Business	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 554	CONSUMER BEHAVIOR	3	School of Business	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	ADVANCED INTERNATIONAL MARKETING	3	School of Business	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 571	MARKETING	3	School of Business	This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 578	PUBLIC RELATIONS	3	School of Business	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.
MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	School of Business	In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	School of Advanced Studies	This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet- based customer information.
MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	College of Criminal Justice and Security	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	PROGRAM EVALUATION	3	College of Criminal Justice and Security	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy-making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	Students are required to apply the knowledge learned in the MPA program to a cumulative project.
MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MTE 001	Orientation to Teacher Education	0	College of Education	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	College of Education	This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 507	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 507CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	College of Education	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	College of Education	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 512	Teaching the Exceptional Learner	3	College of Education	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	College of Education	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	College of Education	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	College of Education	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.

MTE 518	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	College of Education	This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.
MTE 529	READING AND PHONOLOGICAL THEORY	2	College of Education	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	CURRICULUM CONST & ASSMT: HISTORY/SOCIAL SCIENCE	2	College of Education	This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533	CURRICULUM CONSTRUCTS AND ASSESSMENT:SCIENCE AND MATHEMATICS	4	College of Education	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	College of Education	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework- based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 541	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 550	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of Education	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 553	INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	3	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 562	ASSESSMENT AND EVALUATION	3	College of Education	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations

MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 569	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 580	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY BUS & MKTNG	3	College of Education	This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.
MTE 583	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
MTE 586	STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 587	STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTH 110	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 156	MATH FOR ELEMENTARY TEACHERS I	3	College of Education	This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 157	MATH FOR ELEMENTARY TEACHERS II	3	College of Education	This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 209	COLLEGE MATHEMATICS II	3	College of Humanities and Sciences	This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

MTH 210	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 212	INTRODUCTION TO FINITE MATHEMATICS	3	College of Humanities and Sciences	This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.
MTH 213	Mathematics for Elementary Educators I	3	College of Education	This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	College of Education	This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 215	QUANTITATIVE REASONING I	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216	QUANTITATIVE REASONING II	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	STATISTICS I	3	College of Humanities and Sciences	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 218	STATISTICS II	3	College of Humanities and Sciences	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.

MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.
MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	College of Humanities and Sciences	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 225	PRE-CALCULUS	4	College of Humanities and Sciences	This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 280	CALCULUS I	4	College of Information Systems and Technology	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	College of Information Systems and Technology	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.
MTH 360	LINEAR ALGEBRA	3	College of Information Systems and Technology	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	CALCULUS III	3	School of Business	This course builds on the concepts presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.

MTH 463	APPLIED STATISTICS	3	College of Information Systems and Technology	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 530	LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all of these facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	GEOMETRY	3	College of Education	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	STATISTICS	3	College of Education	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.
NCPDSU 100	Developing a STEAM Unit	0	College of Education	The workshop is designed to support K-12 teachers with STEAM unit design using problem-based learning as the vehicle. Throughout the course of this workshop, participants will design a unit for classroom instruction in the upcoming school year.
NCPSTM 100	Foundations of STEAM Education II	1.5	College of Education	This course will explore STEAM in the classroom, utilizing problem-based learning as the vehicle to teach STEAM. Participants will take a look at arts integration and the engineering design process. Participants will also engage in using a variety of assessment tools in STEAM and how to extend STEAM beyond the classroom through other engagement opportunities.
NRP 505	ROLE OF ADVANCED PRACTICE NURSE	3	College of Health Sciences and Nursing	This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 507	ADVANCED PHARMACOLOGY	4	College of Health Sciences and Nursing	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	College of Health Sciences and Nursing	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	College of Health Sciences and Nursing	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	ADVANCED HEALTH ASSESSMENT I	4	College of Health Sciences and Nursing	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 543	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 552	CLINICAL PROCEDURES	2	College of Health Sciences and Nursing	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	ADULT AND GERIATRIC MANAGEMENT I	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556	ADULT AND GERIATRIC MANAGEMENT II	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 571	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	College of Health Sciences and Nursing	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	FINAL PRECEPTORSHIP	8	College of Health Sciences and Nursing	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSE 721	THEORIES OF NURSING EDUCATION	3	School of Advanced Studies	This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.
NSE 722	INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT	3	School of Advanced Studies	This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.

NSE 723	MEASUREMENT AND EVALUATION	3	School of Advanced Studies	This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.
NSG 300	INTRODUCTION TO THE SCHOOL OF NURSING	3	College of Health Sciences and Nursing	This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.
NSG 301	TRANSITION TO BACCALAUREATE STUDIES	3	College of Health Sciences and Nursing	This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.
NSG 302	PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.

NSG 320	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner's Theory of novice to expert and the role of the generalist will be explored.
NSG 321	TRANSITION TO BACCALAUREATE NURSING	2	College of Health Sciences and Nursing	In the role of registered nurse, professional nurses use leadership, critical thinking, evidence-based practice, and clinical judgment to design, manage, coordinate, and provide safe care. Evaluating knowledge, skills, and attitudes is crucial to role transition from practical and vocational nursing to baccalaureate-prepared registered nursing. Students will analyze the relationship between critical thinking, clinical reasoning, clinical judgment, and the nursing process; and evaluate the role and scope of practice of the registered nurse.
NSG 330	PHYSICAL ASSESSMENT	4	College of Health Sciences and Nursing	This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.
NSG 331	HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	This course advances the nursing student's skills in health assessment and physical examination. History taking, performing focused assessments, and data evaluation to develop care plans are emphasized.

NSG 340	MEDICAL/SURGICAL NURSING I: ACUTE	5	College of Health Sciences and Nursing	This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson's Theory of Human Caring is addressed. Watson's Theory will be used by the student to apply critical thinking pathways to individual heath problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 341	CARE OF THE MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medical- surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.
NSG 345	MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	College of Health Sciences and Nursing	This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 347	CARE OF THE MEDICAL-SURGICAL PATIENT II	6	College of Health Sciences and Nursing	This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.

NSG 400	THEORETICAL BASIS FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.
NSG 401	THEORY APPLICATION IN NURSING PRACTICE	2	College of Health Sciences and Nursing	This course focuses on the exploration of various theories and their application to professional practice. Watson's theory of human caring is presented as a possible framework to guide baccalaureate nursing practice.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	College of Health Sciences and Nursing	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 411	CARE OF THE MENTAL HEALTH PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.

NSG 416	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	College of Health Sciences and Nursing	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	College of Health Sciences and Nursing	This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 421	CARE OF THE FAMILY AND COMMUNITY	4	College of Health Sciences and Nursing	?This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 425	NURSING ETHICS AND PROFESSIONALISM	4	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.

NSG 426	INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS	3	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	College of Health Sciences and Nursing	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.
NSG 431	EVIDENCE-BASED PRACTICE AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the research process as a foundation for evidence-based practice. Data compilation and analysis for problem identification, evaluation of interventions, and patient outcomes are explored.
NSG 435	MATERNAL - CHILD NURSING	4	College of Health Sciences and Nursing	This course focuses on the use of Watson's Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

NSG 436	CARE OF THE MATERNAL-CHILD PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.
NSG 440	PEDIATRIC NURSING	4	College of Health Sciences and Nursing	This course focuses on the utilization of Watson's Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 441	CARE OF THE PEDIATRIC PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.
NSG 447	CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.

NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	College of Health Sciences and Nursing	Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 451	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	College of Health Sciences and Nursing	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	PUBLIC AND GLOBAL HEALTH	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	College of Health Sciences and Nursing	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 468	INFLUENCING QUALITY WITHIN HEALTHCARE	3	College of Health Sciences and Nursing	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 471	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course examines the role of the nurse as leader and manager. Managing health care resources, assessing quality and risk in patient care, interprofessional collaboration, and decision-making models are explored.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.

NSG 478CA	Promoting Healthy Communities	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 480	NURSING SYNTHESIS	4	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	INFLUENCING NURSING PRACTICE	2	College of Health Sciences and Nursing	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	PROMOTING HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities.

NSG 482CA	Promoting Healthy Communities	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.
NSG 485CA	Public Health: Health Promotion and Disease Prevention	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.
NSG 486	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of public health principles.

NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 495	SENIOR LEADERSHIP PROJECT	4	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.
NSG 498	SENIOR LEADERSHIP PRACTICUM	3	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 500	AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY	4	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.

NSG 501	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I	3	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.
NSG 502	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 505	COMPREHENSIVE HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	CONTEMPORARY NURSING PRACTICE	3	College of Health Sciences and Nursing	This course emphasizes the School of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.

NSG 512	NURSING RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis and the role of the nurse as scientist.
NSG 513	INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT	3	College of Health Sciences and Nursing	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.
NSG 514	HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS	3	College of Health Sciences and Nursing	This course analyzes the role of the graduate- level nurse as a leader in the profession as a steward of financial management. Topics include principles in financial and resource management, budgetary cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
NSG 516AD	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 516ED	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517AD	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517IN	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 525	ROLE OF THE NURSE EDUCATOR	3	College of Health Sciences and Nursing	This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.
NSG 530	THEORY AND PRINCIPLES OF NURSING EDUCATION	4	College of Health Sciences and Nursing	This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.
NSG 531	PROGRAM AND COURSE DEVELOPMENT	3	College of Health Sciences and Nursing	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	INNOVATIVE CURRICULUM DESIGN	3	College of Health Sciences and Nursing	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	EDUCATIONAL ASSESSMENT AND EVALUATION	3	College of Health Sciences and Nursing	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	FACILITATING ENGAGED LEARNING	3	College of Health Sciences and Nursing	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 535	CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

NSG 536	Practicum Elective I	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 540	INSTRUCTIONAL DESIGN AND TECHNOLOGY	3	College of Health Sciences and Nursing	This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.
NSG 541	DATA ANALYSIS AND MANAGEMENT	3	College of Health Sciences and Nursing	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.

NSG 542	INFORMATION WORKFLOW	3	College of Health Sciences and Nursing	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	DATABASE MANAGEMENT	3	College of Health Sciences and Nursing	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	EVALUATION AND APPLICATION OF INFORMATION	3	College of Health Sciences and Nursing	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	College of Health Sciences and Nursing	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

NSG 547	HUMAN RESOURCES MANAGEMENT	3	College of Health Sciences and Nursing	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
NSG 557	ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING	3	College of Health Sciences and Nursing	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course engages the student in the processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT	3	College of Health Sciences and Nursing	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	PRACTICUM	4	College of Health Sciences and Nursing	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	College of Information Systems and Technology	This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	FOUNDATIONS OF NETWORKING	3	College of Information Systems and Technology	This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you'll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.

NTC 255	STORAGE AND MANAGEMENT OF DATA	3	College of Information Systems and Technology	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.
NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	College of Information Systems and Technology	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	STORAGE MANAGEMENT CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

NTC 302	NETWORK WEB SERVICES	3	College of Information Systems and Technology	This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.
NTC 320	NETWORK DESIGN ASSOCIATE	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	WINDOWS SERVER CONFIGURATION	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration & Group Policy.
NTC 326	ADMINISTERING WINDOWS SERVER	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services & Group Policy.

NTC 328	ADVANCED WINDOWS SERVICES	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	College of Health Sciences and Nursing	This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	College of Information Systems and Technology	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	College of Information Systems and Technology	This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406	TELECOMMUNICATIONS AND NETWORKING II	3	College of Information Systems and Technology	NTC/406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail the related theory being applied to specific applications in the industry.
NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	College of Information Systems and Technology	This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	College of Information Systems and Technology	NTC/411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed Network security, Disaster Recovery, and Business Continuity planner is also address in this course.
NTC 415	NETWORK INTEGRATION PROJECT	3	College of Information Systems and Technology	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to- end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

NTC 425	NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 440	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 440CC	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 443CC	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 531	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care police are developed.

NUR 540C	NP PEDIATRIC PRECEPTORSHIP CLINICAL	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
NUR 542	DYNAMICS OF FAMILY SYSTEMS	2	College of Health Sciences and Nursing	Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 544	POPULATION-FOCUSED HEALTH CARE	3	College of Health Sciences and Nursing	Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
NUR 550	ISSUES IN ADVANCED PRACTICE	3	College of Health Sciences and Nursing	This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NUR 588	DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS	3	College of Health Sciences and Nursing	Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.
NUR 590A	NURSING PRACTICUM-A	1	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 590B	NURSING PRACTICUM-B	2	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 598	RESEARCH UTILIZATION PROJECT	3	College of Health Sciences and Nursing	This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 703	THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE	3	School of Advanced Studies	This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.
OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	School of Business	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	School of Business	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	College of Education	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

ONLINEWKSP	USING THE ONLINE COLLECTION	0	Non-College Specific	The is not an actual course. It is entered as a means of scheduling a non-academic activity.
OPS 350	OPERATIONS MANAGEMENT	3	School of Business	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	BUSINESS PROCESS MANAGEMENT	3	School of Business	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.
OPS 405	ENTERPRISE RESOURCE MANAGEMENT	3	School of Business	This course provides and overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.

OPS 415	SYSTEMS THINKING AND PERFORMANCE MEASUREMENT	3	School of Business	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	OPERATIONS MANAGEMENT CAPSTONE	3	School of Business	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 571	OPERATIONS MANAGEMENT	3	School of Business	This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
ORG 581	ORGANIZATIONAL DESIGN	3	School of Business	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, intrapreneurship, and lateral organizations.

ORG 707	ADVANCED SYSTEMS THINKING	3	School of Advanced Studies	With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.
ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	School of Advanced Studies	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	School of Advanced Studies	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.

ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	School of Advanced Studies	In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORG 730	ORGANIZATION DEVELOPMENT	3	School of Advanced Studies	This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.
ORIENT 001	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.

ORIENT 002	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.
ORIENT 003	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.
PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	College of Humanities and Sciences	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

PHL 320T	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 410	CLASSICAL LOGIC	3	College of Humanities and Sciences	This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.
PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	College of Humanities and Sciences	In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	School of Advanced Studies	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	College of Humanities and Sciences	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PM 571	PROJECT MANAGEMENT	3	School of Business	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	PROJECT LEADERSHIP	3	School of Business	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584	PROJECT RISK MANAGEMENT	3	School of Business	This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586	PROJECT QUALITY MANAGEMENT	3	School of Business	This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	PROJECT MANAGEMENT CAPSTONE	3	School of Business	In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
PMPDU 2000	PROJECT MANAGEMENT FUNDAMENTALS	24	School of Continuing Education	Foundational knowledge of the phases and elements of professional project management are important to the success of a project. Using the knowledge areas and process groups related to project management methodologies, the principles in the course align to the standards in the Project Management Institute, A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Fifth Edition, Project Management Institute, Inc., 2013. Students will gain an essential familiarity of the methodologies, principles and practices of project management. This course provides 24 contact hours in six 4- hour workshops.
PMPTP 2500	PROJECT MANAGEMENT PROFESSIONAL TEST-PREP	35	School of Continuing Education	Passing the Project Manager Professional (PMP) exam can be a challenging task. Having resources and a structured approach for exam preparation can help build confidence. This course is designed for students ready to sit for the PMP exam. In this test preparation course, students will assess their readiness to sit for the PMP exam then build a study plan to use when preparing for test day. Using the study plan as a guide, students will utilize a variety of study resources, including weekly readings, Practice quizzes, flashcards, mock exams, as well as other supplemental materials to address identified content gaps in the study plan. This course provides 35 professional development hours in five, 7-hour workshops.

POL 115	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	College of Humanities and Sciences	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.
POS 221	WINDOWS SERVER CONFIGURATIONS	3	College of Information Systems and Technology	This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands- on access to Windows lab exercises.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

POS 408	.NET I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.
POS 409	.NET II	3	College of Information Systems and Technology	This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.
POS 410	SQL FOR BUSINESS	3	College of Information Systems and Technology	This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
POS 433	UNIX NETWORKING	3	College of Information Systems and Technology	This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX system files, file systems and process, systems administration and security are also examined.

PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.
PRG 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java 2 Platform Development Kit, Standard Edition.
PRG 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	College of Information Systems and Technology	This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.

PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	College of Information Systems and Technology	This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	College of Information Systems and Technology	This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components
PRG 410	C++PROGRAMMING I	3	College of Information Systems and Technology	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 420	JAVA PROGRAMMING I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

PRG 421	JAVA PROGRAMMING II	3	College of Information Systems and Technology	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	College of Social Sciences	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical- thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	PSYCHOLOGY OF LEARNING	3	College of Humanities and Sciences	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 201	FOUNDATIONS OF PSYCHOLOGY	3	College of Humanities and Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	CAREERS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 220	POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME	3	College of Social Sciences	How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 225	POSITIVE PSYCHOLOGY	3	College of Social Sciences	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be "free"? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 230	THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?	3	College of Social Sciences	What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	College of Social Sciences	This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 245	SURVEY OF RESEARCH AND STATISTICS	3	College of Social Sciences	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	PSYCHOLOGY OF PERSONALITY	3	College of Social Sciences	This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	College of Social Sciences	This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.
PSY 270	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM-IV- TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 280	HUMAN GROWTH & DEVELOPMENT	3	College of Social Sciences	This course is a study of the development of the individuals from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 285	SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG	3	College of Social Sciences	This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.
PSY 300	GENERAL PSYCHOLOGY	3	College of Social Sciences	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience

PSY 301	EMOTIONAL INTELLIGENCE	1	College of Social Sciences	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	College of Social Sciences	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	College of Social Sciences	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	STATISTICAL REASONING IN PSYCHOLOGY	3	College of Social Sciences	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 320	HUMAN MOTIVATION	3	College of Social Sciences	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	RESEARCH METHODS	3	College of Social Sciences	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	SENSATION AND PERCEPTION	3	College of Social Sciences	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.

PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	College of Social Sciences	This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception
PSY 360	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 375	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.
PSY 390	LEARNING AND COGNITION	3	College of Social Sciences	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	THEORIES OF PERSONALITY	3	College of Social Sciences	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	THEORIES OF BEHAVIOR	3	College of Social Sciences	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	College of Social Sciences	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.
PSY 435	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	College of Social Sciences	This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.
PSY 460	ENVIRONMENTAL PSYCHOLOGY	3	College of Social Sciences	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	College of Social Sciences	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	ELEMENTS OF CLINICAL PSYCHOLOGY	3	College of Social Sciences	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	College of Social Sciences	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	College of Social Sciences	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610	RESEARCH METHODS IN PSYCHOLOGY	3	College of Social Sciences	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	College of Social Sciences	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	STATISTICS FOR THE BEHAVIOR SCIENCES	3	College of Social Sciences	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	College of Social Sciences	This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of "unscientific" applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	College of Social Sciences	This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.
PSYCH 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	College of Social Sciences	This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.
PSYCH 629	INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	PERSONNEL PSYCHOLOGY	3	College of Social Sciences	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 645	PERSONALITY THEORIES	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	College of Social Sciences	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.
PSYCH 655	PSYCHOMETRICS	3	College of Social Sciences	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	College of Social Sciences	Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well- being across a range of organizational contexts.

PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	College of Social Sciences	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	College of Social Sciences	This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	College of Social Sciences	Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
PSYCH 705	PERSONNEL PSYCHOLOGY	3	School of Advanced Studies	Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	School of Advanced Studies	In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
PSYCH 707	LEADERSHIP THEORY AND MANAGEMENT THEORY	3	School of Advanced Studies	Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	School of Advanced Studies	This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.
PSYCH 709	ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY	3	School of Advanced Studies	Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710	MASTER'S PROJECT	1	School of Advanced Studies	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	DISSERTATION PROCESS	3	School of Advanced Studies	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	School of Advanced Studies	Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	School of Advanced Studies	This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

PSYCH 760R	CONSULTING PROCESSES IN I/O	3	School of Advanced Studies	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	School of Advanced Studies	Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
PSYCH 780	CONSUMER BEHAVIOR	3	School of Advanced Studies	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 790	INDEPENDENT STUDY	3	School of Advanced Studies	The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.

PSYCH 799	COMPREHENSIVE EXAM	1	School of Advanced Studies	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.
QNT 275T	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 351	QUANTITATIVE ANALYSIS FOR BUSINESS	3	School of Business	This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 561	APPLIED BUSINESS RESEARCH & STATISTICS	3	School of Business	This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	School of Business	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
RDG 201CA	READING AND WRITING CONCEPTS	3	College of Humanities and Sciences	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	College of Education	This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	College of Education	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and language arts are also emphasized.
RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
RDG 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	College of Education	This course focuses on children's language and literacy development from birth to age 8. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally-effective assessments are discussed as a means of informing instruction.

RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	College of Education	This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	ELEMENTARY METHODS - READING/LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.

RDG 500	SCIENTIFICALLY BASED READING INSTRUCTION	3	College of Education	This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.
RDG 532	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.
RDG 535	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.
RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE	3	College of Education	This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.

RDG 558	SECONDARY CONTENT AREA LITERACY	3	College of Education	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.
RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDNG 500	Reading Methods: Primary	3	College of Education	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	College of Education	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.

RDNG 502	Reading Methods: Secondary	3	College of Education	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 503	Diagnosis and Remediation	3	College of Education	This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.
RDNG 504	Phonological Theory and Application	3	College of Education	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.
RDNG 505	CHILDREN'S LITERATURE	3	College of Education	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.

RDNG 506	Elementary Reading and Writing Strategies	3	College of Education	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	College of Education	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	College of Education	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.

RDNG 511	Reading Assessment	3	College of Education	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	College of Humanities and Sciences	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.
REL 134	WORLD RELIGIOUS TRADITIONS II	3	College of Humanities and Sciences	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	BUSINESS RESEARCH	3	School of Business	This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

RES 700	STATISTICS ENTRANCE ASSESSMENT	0	School of Advanced Studies	This statistics assessment, which is not credit-bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	School of Advanced Studies	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	School of Advanced Studies	This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.
RES 713	STATISTICS	3	School of Advanced Studies	This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	School of Advanced Studies	The course builds on the student's foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 723	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	School of Advanced Studies	This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726	CORRELATIONAL METHODS OF ANALYSIS	3	School of Advanced Studies	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.
RES 728	QUALITATIVE CASE STUDY	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	School of Advanced Studies	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.

RES 741	TESTING AND MEASUREMENT	3	School of Advanced Studies	A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test devlopment and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.
RES 745	GROUNDED THEORY METHODS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	MIXED METHODS	3	School of Advanced Studies	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed- method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.
RES 750	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I	3	School of Advanced Studies	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.

RES 751	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II	3	School of Advanced Studies	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	School of Advanced Studies	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.
RES 760	MEASUREMENT OF CONSTRUCTS	3	School of Advanced Studies	The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
RES 765	MULTIVARIATE STATISTICS	3	School of Advanced Studies	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.

RES 770	PSYCHOMETRICS	3	School of Advanced Studies	Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
RES ARA1	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA2	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA3	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.

REV 410	REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION	3	School of Business	This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.
RHET 300	RHETORICAL THEORIES	3	College of Humanities and Sciences	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	College of Humanities and Sciences	This course examines American rhetoric from a variety of genres and a range of historical periods.
RHET 475	RHETORIC AND SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the use of rhetoric in contemporary social media.

RHM 410	THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	THE MANAGEMENT OF RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.
RHM 440	REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT	3	College of Health Sciences and Nursing	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.

RHM 450	RETAIL HEALTH FINANCIAL STRATEGIES	3	College of Health Sciences and Nursing	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 506	SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive- behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.
SCHC 510	HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

SCHC 515	LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
SCHC 517	FOUNDATIONS OF SCHOOL COUNSELING	3	College of Social Sciences	This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.
SCHC 519	DELIVERY OF SERVICES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.
SCHC 525	INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.

SCHC 537	RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	College of Social Sciences	This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multi-disciplinary team for special education planning.
SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co- leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 556	PORTFOLIO II	0	College of Social Sciences	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.
SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	College of Social Sciences	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	College of Social Sciences	This course is an orientation to the practicum and internship.

SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCH-CN 501	School Counseling: Delivery of Services	3	College of Education	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 162	PRINCIPLES OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163M	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	College of Humanities and Sciences	This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	OCEANOGRAPHY	3	College of Humanities and Sciences	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	HUMAN NUTRITION	3	College of Humanities and Sciences	This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 230	INTRODUCTION TO LIFE SCIENCE	3	College of Humanities and Sciences	This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.
SCI 241	NUTRITION	3	College of Humanities and Sciences	SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.
SCI 250	MICROBIOLOGY	4	College of Humanities and Sciences	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganism are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.

SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	College of Humanities and Sciences	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems , and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 275	ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.
SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	College of Humanities and Sciences	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	College of Information Systems and Technology	Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.

SEC 110	INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT	3	College of Information Systems and Technology	An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	College of Information Systems and Technology	Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	College of Information Systems and Technology	Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.
SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	College of Information Systems and Technology	Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.

SEC 150	INSIDER THREATS FUNDAMENTALS	3	College of Information Systems and Technology	Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization's security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	College of Information Systems and Technology	Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation ("fire drills"), sheltering from severe weather such as tornadoes, "shelter- in-place" from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.
SEC 210	PHYSICAL ASSET PROTECTION	3	College of Information Systems and Technology	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost- benefit analysis.
SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.

SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	College of Information Systems and Technology	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	College of Information Systems and Technology	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally this course provides an overview of situational crime prevention the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Information Systems and Technology	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem- solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Information Systems and Technology	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	INDUSTRIAL SAFETY	3	College of Information Systems and Technology	This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to an investigation of work related accidents.
SEC 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Information Systems and Technology	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.
SEC 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 361	INTERPERSONAL COMMUNICATIONS	3	College of Information Systems and Technology	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	FINANCE AND BUDGETING PRACTICES	3	College of Information Systems and Technology	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Information Systems and Technology	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	THREAT AND VULNERABILITY MANAGEMENT	3	College of Information Systems and Technology	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.

SEC 411	PHYSICAL SECURITY	3	College of Information Systems and Technology	Review of facilities physical security measures, including active and passive protection systems.
SEC 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	College of Information Systems and Technology	Review of personal security measures, including employee, general public and VIP protection systems and methods.
SEC 431	PRINCIPLES OF INVESTIGATION	3	College of Information Systems and Technology	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	College of Information Systems and Technology	This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.

SEC 451	GLOBAL SECURITY ISSUES	3	College of Information Systems and Technology	Course provides an overview of the "General Security Risk Assessment Guideline." Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.
SEC 461	TERRORISM	3	College of Information Systems and Technology	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, student learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.
SEC 471	CRITICAL INCIDENT MANAGEMENT	3	College of Information Systems and Technology	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.
SEC 481	SECURITY CAPSTONE	3	College of Information Systems and Technology	Through operational scenarios and practical exercises, students will address the competencies outlined in the "Chief Security Office (CS0) Organizational Standard," by ASIS/American National Standard. Includes a summary and integration of the entire organizational security and management curriculum.

SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	College of Information Systems and Technology	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	College of Information Systems and Technology	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	College of Information Systems and Technology	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.
SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SEC 532	SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT	3	College of Education	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
SEC 534	READING IN THE CONTENT AREA	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.

SEC 536	SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	SECONDARY CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.

SEC 540	SCIENCE CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	SECONDARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 583	SECONDARY CLINICAL PRACTICE	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.

SEC 586	SECONDARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
SEC 587	SECONDARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 595	SECONDARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

SEC 596	SECONDARY STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	SECONDARY STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEI 300	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL's acquire English.

SEI 301	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K- 12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 506	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	College of Education	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.

SMCEU 2010	SOCIAL MEDIA COMMUNITY FUNDAMENTALS	0.6	School of Continuing Education	Social media has taken old-fashioned "word-of- mouth" marketing to a global level. So much so, that creating and maintaining social media communities is standard practice for organizations of nearly any size today. How does one capitalize on these efforts? By staying mindful of the overall business strategy and keeping the online conversation on-topic. Students in this course will learn how to grow brand awareness, perpetuate the conversation, and influence the world using specific social media communities. This course provides 0.6 continuing education units over one 6-hour workshop.
SMH 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	College of Health Sciences and Nursing	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainbility.
SMH 593	THE ECONOMICS OF HEALTH CARE SUSTAINABILITY	3	College of Health Sciences and Nursing	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost- benefit analysis of sustainable produts, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	College of Health Sciences and Nursing	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidenced based knowledge to support environmental sustainability.

SOC 100	INTRODUCTION TO SOCIOLOGY	3	College of Humanities and Sciences	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	College of Humanities and Sciences	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination and adaptation and conflict in diverse cultures.
SOC 315	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

SOC 333	GENDERS IN SOCIETY	3	College of Humanities and Sciences	The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335	THE PEOPLES AND CULTURES OF ASIA	3	College of Humanities and Sciences	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337	CONTEMPORARY LATIN AMERICAN SOCIETY	3	College of Humanities and Sciences	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	THE AFRICAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern day perspective.

SPAN 110	CONVERSATIONAL SPANISH I	3	College of Humanities and Sciences	SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	CONVERSATIONAL SPANISH II	3	College of Humanities and Sciences	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	College of Education	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	College of Education	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.

SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 512	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	College of Education	This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 544	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	College of Education	This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	College of Education	This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities, including students with traumatic brain injury, other health impairments, and sensory disorders. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Service delivery options, including self-contained placements and inclusion, and their impact on students will be analyzed. Instructional strategies, accommodations, adaptations, and curricular modifications will be explored.
SPE 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	College of Education	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPE 558	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES	3	College of Education	This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	College of Education	This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.
SPE 577	SPECIAL EDUCATION STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SPE 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	College of Education	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.
SPE 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE 594	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
SPE 596	SPECIAL EDUCATION STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SPED 530	Introduction to Learners with Special Needs	3	College of Education	This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create individualized education programs. Historical perspectives, special education law, and current policies and practices are examined.
SPED 531	Special Education Teaching Methods	3	College of Education	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 532	Special Education Assessment	3	College of Education	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	College of Education	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	College of Education	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	College of Education	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.

SPED 536	Transition Planning for Adolescents with Disabilities	3	College of Education	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 537	Mathematics Instruction for Special Education	3	College of Education	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	College of Education	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	College of Education	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPKNGWKSP	BASIC PUBLIC SPEAKING/PRESENTATION SKILLS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
SSCEU 3350	LEAN SIX SIGMA GREEN BELT	8	School of Continuing Education	The Define, Measure, Analyze, Improve, and Control (DMAIC) model is the foundation of Six Sigma methodology. Lean Six Sigma incorporates the DMAIC model with lean methodologies used to streamline business processes. In this course, students will focus on the individual phases of the model, by exploring how each phase impacts the success of projects. In addition, students will learn how the project scope, process mapping, and change management play into the six sigma methodology, while applying lean concepts to reduce waste. 80 hours, 8 - weeks.
SSCEU 3400	LSS GREEN BELT: EXAMS	1	School of Continuing Education	The final course in LSS Green Belt Certificate Program (noncredit) is a collection of exams that measure the concepts covered in the program. There are four exams, Define, Measure, Analyze, and Improve and Control that align with the four courses in the program. The course provides 1 continuing education units over one 10-hour workshop.
STATSWKSHP	STATISTICS WORKSHOP	0	Non-College Specific	Non-credit bearing course for Statistics Workshop offered at campus.

STATWKS	OPEN STATISTICS LAB	0	Non-College Specific	Open lab for students seeking additional help in statistics.
STEAM 506	STEAM Education: Curriculum and Instruction	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	College of Humanities and Sciences	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.

SUS 310	INDUSTRIAL ECOLOGY	3	College of Humanities and Sciences	This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life- cycle assessment.
SUS 330	INTRODUCTION TO SUSTAINABLE AGRICULTURE	3	College of Humanities and Sciences	This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.
SUS 350	GREEN BUILDING AND URBAN PLANNING	3	College of Humanities and Sciences	This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.
SUS 370	SUSTAINABLE ECOSYSTEMS	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380	SUSTAINABLE PLANNING AND LAND USE	3	College of Humanities and Sciences	In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.
SUS 385	SUSTAINABLE OCEAN USE	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.
TCH 501	Teaching Methods: Elementary Art	3	College of Education	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	College of Education	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	College of Education	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem- solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	College of Education	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	College of Education	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	College of Education	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	College of Education	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	College of Education	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	College of Education	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 520	TEACHING METHODS	3	College of Education	This course focuses on general methodology to enhance student learning in today's diverse K-12 classrooms. Participants explore instructional planning, instructional strategies, and assessment. This course provides participants with the opportunity to develop and evaluate instructional materials and assessment strategies.
TCH 533	Teaching Methods: Mathematics Assessment	3	College of Education	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	College of Education	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	USING APPS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.

TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	College of Education	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	College of Education	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	College of Education	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student- centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.

TECH 524	Technology Survival for Educators	3	College of Education	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	College of Education	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	College of Education	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	College of Education	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.

TESOL 572	Assessment	3	College of Education	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	College of Education	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	College of Education	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	College of Education	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TEST 105	Test Course Only 105	3.76	School of Continuing Education	Test Course Only 105
TEST 106	Test Course Only	5	School of Continuing Education	
TEST 107	TEST COURSE 23	4	School of Continuing Education	
TEST 888	TEST TITLE	3	Non-College Specific	This course is a study in Java programming. It covers topics around Java building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle Certified Associate Java SE examination.

TEST 998	TEST COURSE 2	4	Non-College Specific	
TIPSWKSP	STUDY GROUP TIPS AND TECHNIQUES	0	Non-College Specific	This is not an actual course. It is entered as a means to schedule a non-academic activity.
TMGT 540	MANAGEMENT OF R&D AND INNOVATION PROCESSES	3	School of Business	This course explores the role of Research & Development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.
TMGT 550	TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY	3	School of Business	This course introduces the student to the concept of multi- national enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilized technology transfer within a global business to meet the goals of the strategic plan.

TMGT 590	APPLICATIONS OF TECHNOLOGY MANAGEMENT	3	School of Business	This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.
TPA 001	SUBJECT SPECIFIC PEDAGOGY	1	College of Education	This course addresses California's Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.
TPA 002	DESIGNING INSTRUCTION	1	College of Education	This course addresses the second task of California's Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.
TPA 100	TPA PLANNING AND INSTRUCTION	1	College of Education	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.

TPA 200	TPA INSTRUCTION AND ASSESSMENT	1	College of Education	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.
VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	College of Information Systems and Technology	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.

VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	DIGITAL DESIGN	3	College of Information Systems and Technology	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.
VCT 330	IMAGE EDITING WITH PHOTOSHOP	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.
VCT 340	WEB DESIGN WITH DREAMWEAVER	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.

VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
VTC 420	MULTIMEDIA DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
WEB 240	WEB DESIGN FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

WEB 401	WEB DEVELOPMENT	3	College of Information Systems and Technology	This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	ADVANCED WEB DEVELOPMENT	3	College of Information Systems and Technology	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	MOBILE COMMERCE	3	College of Information Systems and Technology	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	College of Information Systems and Technology	This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.

WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	College of Humanities and Sciences	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	College of Humanities and Sciences	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	WRITING FOR SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRITELAB	WRITING LAB	0	Non-College Specific	

XCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.
XCOM 200	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
XCOM 225	FOUNDATIONS OF MASS COMMUNICATIONS	3	School of Business	This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.
XCOM 285	ESSENTIALS OF MANAGERIAL COMMUNICATION	3	School of Business	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

XECO 212	PRINCIPLES OF ECONOMICS	3	School of Business	This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.
XMGT 216	ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

2018-2019

UNIVERSITY OF PHOENIX

SAN DIEGO REGION
ACADEMIC CATALOG
Volume 52
July 1, 2018 through June 30, 2019 catalog
With Updates Added:
December 1, 2018
(see addenda pages for a summary of updates added by month)

"As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students."

Dr. John G. Sperling

Founder

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the San Diego Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following four metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
El Centro, CA	$733 - 1,657
San Diego - Carlsbad, CA	$1,490 - 3,404

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. You can obtain a copy of this report by contacting your designated Campus Safety Coordinator or by accessing the following Web site:
http://www.phoenix.edu/about_us/campus-safety.html.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2018

GENERAL POLICY UPDATES

- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Institutionally Scheduled Breaks section was updated. (see UNIVERSITY POLICIES)
- The Facilities section was updated. (see FACILITIES)

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UNIVERSITY OF PHOENIX

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Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners. Over the last three and a half decades, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass. Today roughly 45 percent of all college students work at least part-time and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

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University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.
These are custom colors and proprietary to the University.

Ownership Information

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University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

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University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

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- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.

Accreditation and Affiliations

Regional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (http://hlcommission.org).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1413
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
http://hlcommission.org

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

College of Humanities and Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street,Suite 510
Alexandria, VA 22314

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online modality. Not all programs are available at all locations.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and

technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

* Assessment Planning
* Collecting Evidence and Analyzing Data
* Implementing Improvement
* Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in business and management, nursing and health sciences, education, criminal justice, social sciences, natural sciences, humanities, and information technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information tech-

nology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize information from the desktop. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expected to use throughout their academic programs and careers

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained in the University Library's resources. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

* Visit the student and faculty website https://ecampus.phoenix.edu/
  * This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services.
* After logging into the student and faculty website, select the Library tab and then the University Library link to enter the University Library.
* Select an appropriate resource and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Electronic Reserve Readings for individual courses. These pages provide links to materials relevant to the course curriculum. Access to Electronic Reserve Readings, when available, are listed on course pages within eCampus.

Additional Resources for Help

* Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
* Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
* Resource recommendations by subject can be found by utilizing our Find and Research Guides on the library homepage.

- The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
- The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library's resources by clicking the View All Resources Alphabetically link on the University Library homepage.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University-Wide Learning Goals

The University's faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

The intent is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor Degree: 120 credits
- Master's Degrees: minimum 30 credits beyond the Bachelor Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some Schools and Colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students work in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University's teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged

to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University prior to their start date.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, College of Health Professions, College of Humanities and Sciences, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Information Systems and Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
  - A noise-cancelling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
  - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:.

Operating System

	Minimum	Recommended
Microsoft® Windows	Windows 7	Windows 10 or higher
Apple® Mac OS X	Mac OS X 10.10	Latest Version

Microsoft® Windows may be required for some technology courses.

Web Browser

Windows

Browser	Minimum	Recommended
Google® Chrome	48 or higher	Latest Version
Mozilla® Firefox	45 ESR	Latest Version
Internet Explorer	10 or higher	Latest Version
Microsoft® Edge	38 or higher	Latest Version

Mac OS X

Browser	Minimum	Recommended
Apple® Safari	8 or higher	Latest Version
Google® Chrome	48 or higher	Latest Version
Mozilla® Firefox	45 ESR	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft® Office 2013 or later for a personal computer (PC), Microsoft® Office 2011 or later for a Mac.
- An up to date installation of Adobe® Reader
- An up to date installation of the Adobe® Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings
- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft® Visio
- Microsoft® Project

Please note that much of the software required above can be found in the University Marketplace or the online Microsoft® Office offer for enrolled students.

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix or Blackboard™ mobile apps. Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

The College of Information Systems and Technology

The College of Information Systems and Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

School of Advanced Studies

The School of Advanced Studies requires doctoral learners to bring a laptop computer that meets the above technology requirements to residencies.

eCampus: Student and Faculty Portal

eCampus is a secure multifunctional electronic gateway to student services, the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. eCampus is accessible 24/7 and requires no special software. Students can login to eCampus from any computer and Internet Service Provider. Student resources on eCampus include the University Library, eBooks, Media Library, Center for Writing Excellence, Center for Mathematics Excellence, student workshops, Life Resource Center, and Phoenix Career Services.

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic

class environment is where assignments are turned in and exams are completed. Each student's eCampus login credentials are unique; students must not share their login credentials with anyone.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on eCampus, and turn in assignments by accessing assignment links on eCampus.

Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class.

University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges and Schools, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assignment links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/ or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- The recording occurs with the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording

- There is a documented University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

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UNIVERSITY POLICIES

Determining Enrollment at the University

Active enrollment is determined by a student's continuous attendance at the University. A student is considered to be in continuous attendance as long as no more than 14 days exists between academically related activities (ARAs). For exceptions to this 14-day requirement, please refer to Withdrawing from the University. For additional information, please see Academically Related Activities below. Students may have one of the following active enrollment statuses based upon the academic workload for his or her program:

Active Full-Time: The student's required academic workload for his or her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

Active Less Than Half Time: The student's required academic workload for his or her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

Academically Related Activities

Academically Related Activities (ARAs) are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities by the University:

- Messages in a course
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

Courses offered in Blackboard:

- Discussion posts in a course (Blackboard "Messages" do not count towards course attendance)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

ARAs will not generate for activities in Audited (AU) courses. Blackboard "Messages" do not count towards course attendance.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2018/2019 award year is December 25, 2018 - January 5, 2019.

For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:

- The Thanksgiving institutionally scheduled break is November 21, 2018-November 25, 2018.

- The University's Mardi Gras institutionally scheduled break (Louisiana campus only) is March 1,2019- March 5, 2019.
- Other observed holiday institutionally scheduled breaks (e.g. Memorial Day, Labor Day, President's Day, etc.): a one week institutionally scheduled break will be placed on a student's record in the event that he/she is enrolled in a course that has been extended at a local campus due to an observed holiday; actual dates of the institutionally schedule break will vary based upon the observed holiday.

Course Attendance Policy

Attendance is mandatory in all university courses. Students satisfy course attendance requirements through the activities listed below:

- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
  - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week
    - Blackboard "Messages" do not count towards course attendance.
  - Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if stu-

dents miss more than the maximum allowed absences. Refer to the chart below:

Number of workshops	Allowed Absences	Absences resulting in Withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online associate)	2	3
10-59	2	3
60+	9	10

Students may submit a request for an excused absence for one of the following reasons with supporting documentation:
- Military deployment
  - Documentation can consist of military orders.
- Extreme serious illness or hospitalization of student or family member
  - Family members for hospitalization or serious illness include: mother, father, spouse, and child.
  - Documentation can include a note from the Doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc
- Title IX - Pregnancy and Childbirth
  - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions or childbirth for as long as the doctor deems the absence(s) medically necessary.
  - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of immediate family member
  - Immediate family members include: father, mother, spouse, domestic partner, child, grandparent, brother, sister, aunt, uncle, father-in-law, mother-in-law, brother-in-law, and sister-in-law.
  - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
  - Documents can consist of a copy of the jury summons.
- Other extenuating circumstances
  - Students may request an "E" excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations which requires campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program may request a Leave of Absence (LOA). All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period.
- An LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which he/she took the LOA.
- Student must return on the date designated as the Return Date on his/her LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal Policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).
- Official Withdrawal: Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
- Unofficial Withdrawal: Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
    -For a student with an approved leave of absence, the University will review the student record on or after the original approved return date.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
    -For a student with an approved leave of absence, the DOD is the day after the student's scheduled return date.

- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
- Administrative Withdrawal: Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
- The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
- The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Calendar

The educational mission of the University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. A student could begin a degree program in virtually any month of the year. This calendar allows the adult student to balance the demands of career, family, and education.

Students qualifying for financial aid may receive a new award each academic year. An academic year is defined as the period of time in which a student completes at least 24 credit hours and 30 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Students should reapply for financial aid prior to the start of each new academic year.

2018-2019 Holiday Calendar

4th of July	July 4, 2018
Labor Day	September 3, 2018
Thanksgiving	November 21, 2018 - November 25, 2018
Winter Break	December 23, 2018 - January 5, 2019
Martin Luther King Jr Day	January 21, 2019
President's Day	February 18, 2019
Good Friday	April 19, 2019
Easter	April 21, 2019
Memorial Day	May 27, 2019

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the College and may apply to a program in place of a required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. The equivalencies are subject to change based on program update or College need.

Equivalent courses must be an equal level or higher, and have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated, when a combination of multiple courses is used to satisfy an equivalency with a course, the excess credits from the combination may apply towards the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

If all courses needed to satisfy a combination equivalency are not completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

The College may also provide course options which are not direct equivalencies to the required course, but which the College has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

The University of Phoenix may be required to cancel courses or programs when necessary. In addition, courses or programs may not begin on their scheduled start dates in the event of certain circumstances, such as faculty unavailability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program if available. Any payments made for cancelled courses will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the Campus Director of Academic Affairs or designated appointee, students may complete Dean approved courses, as available, via Directed Study delivery as outlined below:

- Degree program enrollment: a maximum of twelve (12) completed credits in the program
- Credit bearing certificate program enrollment consisting of four or more courses: a maximum of three (3) completed credits in the program.
- Deployed active duty military students: a maximum of (15) completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

Concurrent Enrollment

Concurrent enrollment is defined as simultaneous enrollment. This refers to enrollment in any two University courses. Students enrolled in courses outside the University are excluded from the definition. Courses will be considered concurrent when start and/

or end dates overlap.

- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit bearing courses concurrently.
- Students enrolled in an Online Associate degree program may not enroll in more than three credit bearing courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students.

Multiple University Credentials

Students may earn multiple credentials from the University of Phoenix. The following policies apply:

- Only one degree in a specific discipline may be earned at each program level (i.e. bachelor and/or graduate); however, students can earn multiple degrees in different disciplines. For purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
  - Graduate degree-seeking students must complete a minimum of 18 credits toward an additional graduate degree. Exceptions are outlined within programmatic policies.
  - Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor degree's required course of study in order to meet residency.
  - Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS). EdS graduates may return to the School of Advanced Studies and earn a doctorate degree.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

A degree or certificate cannot be conferred if all of the required courses were completed prior to the program version's approval and availability in the student's state or jurisdiction.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.

- All undergraduate students may complete a maximum of 45 UOPX credits in a 12 month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12 month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social

security numbers.

Letter Request

All student letter request must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center (ARSC) to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the letter is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the letter containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students who are requesting letters of recommendation or nominations regarding scholarships should contact scholarships@phoenix.edu for assistance.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by a member of the Registrar's Office.

Students may call the National Student Clearinghouse at (703)742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The Registrar's Office is the University's designated department to review and route forms requiring a school official's signature. If the Registrar's Office cannot complete a form, the form will be re-routed to the appropriate department for completion.

University of Phoenix cannot comply with or complete certain forms. Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the form is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the form containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

Record Maintenance

University of Phoenix requires students to complete and sign all student-related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of the Campus Director of Academic Affairs or designated appointee, students may register for and audit University courses.

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. A call/order to active duty includes state-side deployment of active duty military personnel and deployment outside of the country. This does not include National Guard service under authority of State law.

The Military Deployment and Servicemember Readmission policies will also apply to servicemembers and reservists that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all of the following criteria are met:

The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) should give advanced verbal or written notice to Student Services as far in advance as I reasonable under the circumstances of the student's upcoming deployment. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years

The student must give oral or written notice of her intent to return to the school within three years after the completion of the period of service.

- A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to reenroll within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established leave of absence policy and general practices.

A student's eligibility for readmission under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,

2. A dismissal of such person permitted under section 1161(a) of Title 10, USC,

3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided a student meets the readmission criteria, the University must promptly readmit the student to his/her program by assisting the student in enrolling in the next available class or classes in his/her program unless the student requests a later date of readmission or unusual circumstances require the University to admit the student at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not begin attendance because of service in the uniformed services. The student will be considered to be enrolled with the same academic status as long as the University admits the student:

1. To the same program to which he or she was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to admission to a different program.

2. At the same enrollment status that the student last held, unless the student requests or agrees to admission at a different enrollment status.

3. With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.

4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.

5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. However, if the student's veteran's education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school will assess those charges to the student as well. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point he or she left off, the University determines that the student is unable to complete the program, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point he or she left off or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

The University of Phoenix adheres to the Higher Education Opportunity Act (HEOA) to support the educational needs of servicemember students who are deployed.

At the time a student learns he or she will be deployed, students are advised to notify Student Services either orally or in writing. It is recommended that documents sufficient to show the student will be deployed, such as, but not limited to, a copy of the military deployment paperwork or a signed official letter from the commanding officer, be submitted to the student's campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student's file for future reference.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

Students enrolled in a course at the time of deployment are eligible to receive excused absences in accordance with the excused absences policy. Campuses should use discretion and take such action only if the excused absences would benefit the student by allowing the student the opportunity to complete the course instead of being automatically dropped from the course for not meeting the University course attendance requirement.

If the student will be unable to complete the course due to military deployment, the student may drop from the course and receive a full refund of tuition and mandatory fees for the course and a withdrawal "W" grade may be issued.

If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The campus practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

Students scheduled to be deployed for active military duty are advised to contact their campus Financial Representative regarding the status of their account and/or financial aid.

- If documentation is provided at the time of deployment, the campus may place the student in the military forbearance status. The military forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter following deployment, the University's Servicemember Readmission policy will apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, Transient students must have an approved transient student request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to the University of Phoenix who are transferring from closed (or closing) institutions will be allowed exceptions to specific University of Phoenix admission and academic policies if University of Phoenix is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the university:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.

2. American Council on Education credit recommendations

3. National testing program credit earned from:
  a. College Level Examination Program (CLEP®)
  b. Excelsior
  c. Berlitz
  d. National League of Nursing Exams (NLN)
  e. Advanced Placement Examinations (AP)
  f. Defense Language Proficiency Tests (DLPT)
  g. College Level General Education Development (GED)
  h. DSST Exams (previously DANTES and USAFI)

4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University's Colleges, Schools, or Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with International credentials will be placed on an Admissions status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

CLEP®is a registered trademark of the College Entrance Examination Board, registered in the U.S. and/or other countries

Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory may be accepted towards student's degree requirements.

2. Acceptable transfer activities will be transferred as semester hour credit.

3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.

4. Lower and upper division credit is transferred as awarded by the issuing institution.

5. Physical Education activity credits are limited to four credits.

6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student's residence.

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Specific regulatory requirements regarding credit limit applications are listed in the grid below and apply to residents regardless of modality of study (unless otherwise stated in the grid below). Use this grid for the given states only.

State	Total Credit Awards	Areas Restricted
California Residents (Ground Campuses)	30 for Bachelors Programs 15 for Associate Programs	• National Testing Programs- Including A.C.E. evaluated military or workforce training activities (i.e. StraighterLine) • Portfolio Assessments • Experiential Essays

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student's program.

2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations}) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

California block transfer policy: Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations} or students residing in Arkansas, Nevada, Oregon, Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program

Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

A signed Enrollment/Disclosure Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Credit Transfer

Information regarding criteria used to evaluate the transfer of credits earned at another institution is located at http://www.phoenix.edu/admissions/transfer_information/previous_college_education.html

The University Credit Transfer Policy can be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/credit_transfer_policy.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide academic records, including an official transcript, for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Articulation Agreements

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer-guides.html

Corporate Partnerships

A list of corporations with which University of Phoenix has established credit recommendation guides through corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC

DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at https://gosoced.org/ and https://gosoced.org/search-the-network. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

Nondiscrimination Policy

University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices.

 The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status gender variance, age, ethnicity, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Discrimination Grievance Procedures:

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a grievance should be submitted within six weeks after the alleged incident(s).

2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

 a. All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sex discrimination (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.

 b. The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

3. All other discrimination claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

 a. The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimi-

nation and the alleged actions.

 b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:

 i. If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.

 ii. If the accusation is against a student then the Student Code of Conduct procedures apply.

 iii. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

 iv. In the event that the University finds that the discrimination was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

Harassment Policy

The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all campuses, learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, students or third parties which would violate this policy includes, but is not limited to:

• Unwelcome or unwanted advances, sexual or otherwise,
• Requests for favors, sexual or otherwise,
• Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of favors or submission to requests, sexual or otherwise,
• Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
• Offensive verbal conduct, including sexually or otherwise explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
• The display of sexually or otherwise offensive pictures, posters, illustrations, or objects,
• Slurs, jokes, or ridicule based on race, ethnicity, national origin, religion, gender, gender identity, sexual orientation or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Grievance Procedures

Students, faculty, or staff alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases, a grievance should be presented within six weeks after the alleged incident(s).

Allegations of sexual harassment must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

- All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sexual harassment (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
- The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

All other harassment claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

- The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
- If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
  - If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
  - If the accusation is against a student then the Student Code of Conduct procedures apply.
  - If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
  - In the event that the University finds that the harassment was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.
- In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Accessibility and Disability Services

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities.

Determination of accommodations and compliance with the ADA and the Rehabilitation Act for students are managed by the University Accessibility and Disability Services Office. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: http://www.phoenix.edu/students/disability-services.html. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K302

Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at http://www.phoenix.edu/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations (RSO).

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested. Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix Template submitted the year prior must be updated including the completed Findings and Action Plan sections.

- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum UOPX Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Multicultural Affairs & Diversity and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as an organization. Exceptions will be made for new organizations with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.

- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization "Types"
- Academic excluding Honor Societies - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- Honor Societies - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies (e.g., Delta Mu Delta) is typically by invitation and criteria-based.
- Professional -Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- Service - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved Recognized Student Organization Recognition "Statuses"
- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Phoenix Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Acceptable Computer Use for Faculty and Student

University computing and communication resources are for approved business and educational purposes consistent with Uni-

versity policies and procedures.

- Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.
- By using University computing and communication resources all users, including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University's computing and communication resources in violation of the foregoing, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and/or laws. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

Explicitly:

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how information security personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. Therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of

private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to the University Office of Dispute Management or University of Phoenix Information Security.

Office of Dispute Management
4025 S. Riverpoint Parkway, Mail Stop: CF-K301
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

University of Phoenix Information Security
4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

- This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.
- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.

- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

Do Not Call Policies

- Consumers (including students and potential students) who are listed on a state-specific or the federal National Do Not Call Registry may not be called for sales or solicitation purposes unless they have provided consent to the University, or an Established Business Relationship (EBR) exemption exists.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study. (R1)

- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- The University of Phoenix (UOPX) holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of the University are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers' CITI certification must be in place throughout all aspects of the research study. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- IRB Review: The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- IRB Research: The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

- IRB Reports: The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
  - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
  - Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at the University of Phoenix must gain appropriate approvals prior to conducting research.
  All research conducted by any student, faculty, or staff of UOPX is subject to Internal Board Review (IRB) approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects, AND
  - If human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research in or on the University, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.
  The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:
  - samples students, faculty, and staff associated with the University
  - requests that include University records, data, or materials

- Utilizes University-associated systems, websites, and/or tools.

All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to UOPX Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on University of Phoenix Students, Faculty, Staff or Data

- Research studies where University of Phoenix is selected or identifiable as a subject or sample, must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research.
  COR is a university-wide committee run by the Office of Scholarship Support.
- The COR can be found at: https://research.phoenix.edu/content/committee-research Office of Scholarship Support

Minor Children on Campus

Policy on the Protection of Children for RedFlint Innovation Center

University of Phoenix is committed to maintaining a supportive and safe educational environment, one that seeks to enhance the well-being of all members of the University community and that includes creating a secure environment for children who may participate in University activities or workshops or be present at University facilities or events.

Vaccinations and Immunizations

Information regarding program admissions requirements, including immunization requirements for designated states, is located at http://www.phoenix.edu/admissions/admission_requirements.html

California 30-Unit Option

The University offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290 .... 4 credits
Anatomy and Physiology I
BIO 291 ~ .... 4 credits
Anatomy and Physiology II
SCI 250 .... 4 credits
Microbiology
HCS 436 .... 3 credits
Pathophysiology
NSG 321 .... 2 credits
Transition to Baccalaureate Nursing
NSG 341 .... 6 credits
Care of the Medical-Surgical Patient
NSG 347 .... 6 credits
Care of the Medical-Surgical Patient II
NSG 436 .... 4 credits
Care of the Maternal-Child Patient
NSG 441 .... 4 credits
Care of the Pediatric Patient
NSG 411 .... 4 credits
Care of the Mental Health Patient
NSG 447 .... 6 credits
Care of the Complex Medical- Surgical Patient
NSG 471 .... 4 credits
Nursing Leadership and Management
NSG 481 .... 2 credits
Influencing Nursing Practice

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CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at http://www.phoenix.edu/campus_locations.html

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility
The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:
- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Regional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. A comprehensive evaluation is scheduled for fall 2018, and the next Reaffirmation of Accreditation is scheduled for 2022-23.
For more information about University of Phoenix accreditations and licensures, please visit
http://www.phoenix.edu/about_us/accreditation.html.

Higher Learning Commission
230 South LaSalle Street, Suite. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://hlcommission.org

State and International Licensures

University of Phoenix is approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.
- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP) from
- Illinois Board of Higher Education
- State of Louisiana Board of Regents
- Michigan Department of Licensing and Regulatory Affairs
- Nevada Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Pennsylvania Department of Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah Division of Consumer Protection
- The State Council of Higher Education for Virginia
- Washington Student Achievement Council

For additional information on state and international licensures visit http://www.phoenix.edu/about_us/accreditation.html

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business at University of Phoenix:
- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP)
The following initial teacher preparation programs are accredited at the Hawaii Campus:
- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:
- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Additional Information

A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html.

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration

University of Phoenix
1625 W. Fountainhead Pkwy.
Mail Stop: CF-SX03
Tempe, AZ 85282-2371
800.366.9699

Online

University of Phoenix
1625 W. Fountainhead Pkwy.
Tempe, AZ 85282-2371
866.766.0766

Admissions and Records Service Center

4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
Phoenix, AZ 85040
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at http://www.phoenix.edu/campus-locations.html

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the *Faculty Credentials* section at www.phoenix.edu/faculty. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to http://www.phoenix.edu/campus-locations.html

Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html

Student Borrowing

During the period of time spanning July 1, 2016, through June 30, 2017 53.5% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2014 is 12.8 and the national average is 11.5. The University's loan default rate for Fiscal Year 2013 is 13.3 and the national average is 11.3.

Median Borrowing

The median federal debt of undergraduate borrowers who completed is $32,813. The Federal loan payment over ten years for this amount is approximately $339 per month. Your borrowing may be different.

Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2011-2012 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2017.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2011-2012 cohort year (September 1 - August 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Male	17,042	2,129	12%
Female	43,456	6,463	15%
Nonresident Alien	697	166	24%
Hispanic/ Latino	5,527	995	18%
American Indian/Alaskan Native	569	71	12%
Asian	304	81	27%
Black or African American	16,169	1,711	11%
Native Hawaiian or Other Pacific Islander	263	45	17%
White	20,232	4,222	21%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Two or more races	1,949	268	14%
Race or Ethnicity Unknown	14,788	1,033	7%
Pell Grant Recipients	49,761	6,838	14%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	3,269	771	24%
Students who received neither Pell Grants nor Subsidized Stafford Loans	7,468	983	13%

Excludes 108 students who became deceased after entering the cohort, but before they graduated.

Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree and/or certificate-seeking students from the previous fall who were still enrolled in the next fall.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016)*	4,747

Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016) still enrolled as of 8/1/2017	1,132
Retention	23.8%

Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. Table 1 represents all enrolled students from July 1, 2016, through June 30, 2017. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2016, through June 30, 2017, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	222,647	100%
Male	75,672	34%
Female	146,975	66%
Nonresident Alien	3,564	1.6%
Hispanic/Latino	23,360	10.5%
American Indian or Alaskan Native	1,146	0.5%
Asian	3,409	1.5%
Black/African American	44,582	20.0%
Native Hawaiian or Other Pacific Islander	1,554	0.7%
White	60,134	27.0%
Two or more races	5,224	2.4%
Unknown	79,674	35.8%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	80,712	100%
Male	21,558	26.7%
Female	59,154	73.3%
Nonresident Alien	867	1.0%
Hispanic/Latino	9,028	11.2%
American Indian or Alaskan Native	390	0.5%
Asian	735	0.9%
Black/African American	19,359	24.0%
Native Hawaiian or Other Pacific Islander	529	0.7%
White	21,463	26.6%
Two or more races	2,339	2.9%
Unknown	26,002	32.2%

Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2016 to June 30, 2017). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2016, to June 30, 2017 timeframe.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 11% of students who completed a bachelor's degree from University of Phoenix between July 1, 2016, to June 30, 2017, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

• Master of Business Administration
• Master of Science in Psychology
• Master of Management
• Master of Health Administration
• Master of Science/Administration of Justice and Security

The data is derived from the IPEDS Completions Survey (July 1, 2016 to June 30, 2017 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 17 to Oct. 31, 2017 data).

Alumni Attending Graduate School

Fifty-five percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 55%, 19% are currently pursuing a graduate degree at University of Phoenix. Forty-three percent of University of Phoenix master program grad-

uates indicated they are attending or planned to attend a doctoral-level program. Of this 43%, 10% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program graduates indicated they are attending or planned to attend a master-level program. Of this 65%, 24% are currently pursuing a master's degree at University of Phoenix.

This data is derived from the 2014 Academic Alumni Questionnaire distributed to alumni who graduated from September 1, 2011 to August 31, 2013. Bachelors graduate responses: 6,704, a response rate of 7.96% Masters graduate responses: 5,729, a response rate of 13.29%

Working Alumni

Based on responses from the Alumni Association's 2015 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,506 respondents:

University of Phoenix Alumni Occupation*

Engineer/Architect (including technology)	2%
Finance/Accountant	5%
Teacher/Educator/Education Administrator	10%

Sales/Marketing Representative	4%
Registered Nurse/Other Nursing Professional	6%
Executive/Manager/Administrator	9%
Operations/Production	6%
Technician/Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records/Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2014-2015

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2014–2015:

Arizona

Professional knowledge — Elementary: 99%
Professional knowledge — Secondary: 98%
Professional knowledge — Early Childhood: Less than 10 candidates, score not provided
Aggregate professional knowledge: 98.5%
Aggregate content areas: 94%
Special populations: 91%

California

California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 80%
Aggregate content areas: 96%
Other academic content areas: 100%

Colorado

Aggregate academic content areas: 100%
Other academic content areas: 100%
Special populations: Less than 10 candidates, score not provided

Hawaii

Aggregate basic skills: 98%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Indiana

Aggregate basic skills: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Nevada

Aggregate basic skills: 97%
Aggregate academic content areas: 100%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate teaching special education: Less than 10 candidates, score not provided

New Mexico

Aggregate basic skills: 100%
Teacher competency — Elementary: 92%
Teacher competency — Secondary: Less than 10 candidates, score not provided
Aggregate teacher competency: 92%
Aggregate academic content areas: 100%

Oregon

Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided
Aggregate basic skills: Less than 10 candidates, score not provided

Texas

Aggregate professional knowledge: 91%

Utah

Aggregate academic content areas: 100%
Aggregate teaching special populations: Less than 10 candidates, score not provided

Program Information for Academic Year 2014–2015

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students enrolled	7,462	189	1,310	136	72	64	127	300	3	56	95

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students in student teaching	779	18	147	18	12	24	92	32	9	14	24
Number of supervising faculty including part- and full-time	473	14	76	15	6	24	13	20	4	11	21
Student-to-faculty ratio for student teaching	2:1	1:1	2:1	1:1	2:1	1:1	7:1	2:1	2:1	1:1	1:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	14	13	15	12	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://fafsa.gov. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state

Please refer to the Academic Catalog for state- and/or program-specific information at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

In addition to the FAFSA, the following forms may be completed during the federal financial aid process:

• Federal Direct Loan Master Promissory Note (MPN)

• Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Statement of Educational Purpose

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education,* (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting on a federal student loan, and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

The parent or student signing the FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or that are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student

signs any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or other credential, that person certifies that he or she is the person identified by the PIN, username and password, and/or other credential and has not disclosed that PIN, username and password, and/or other credential to anyone else. If the parent or student purposely gives false or misleading information, he or she may be fined up to $20,000, sent to prison or both.

* Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
  - Not be in default on a federal student loan and do not owe a federal grant overpayment
- Must have a high school diploma or its equivalency

For additional eligibility requirements, visit: http://studentaid.ed.gov/eligibility/basic-criteria and review the Student/Parent Eligibility Policy in the Financial Aid Policies appendix.

Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell

For additional information on how the University calculates and awards Pell Grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/FSEOG

For additional information on how the University defines its selection criteria and packaging philosophy for awarding FSEOG consistently to all eligible students, please review the Campus-Based Programs Policy in the Financial Aid Policies appendix.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant.

For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service

For additional information on how the University calculates and awards IASG grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

State Grant/Aid Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation. Where work or other requirements are included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirements.

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. -

see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
https://highered.az.gov
Leveraging Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

OHIO

Ohio Higher Ed
http://www.ohiohighered.org/

Ohio College Opportunity Grant Program
Tamika Braswell
614.728.8862
https://www.ohiohighered.org/ocog

Ohio War Orphans Scholarship
Amber Brady
614.752.9528
https://www.ohiohighered.org/ohio-war-orphans

VERMONT

Vermont Student Assistance Corp (VSAC)

888.307.8722 | Burlington area 654.3765
https://vsac.org/services

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
https://www.vsac.org/about/our-outreach-programs/gear-up

Vermont Incentive Grant Program
https://www.vsac.org/pay/student-aid-options/grants

Institutional Grant Programs

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. Various institutional grants are offered throughout the year. For a complete list of current institutional grant offerings, please visit http://www.phoenix.edu/institutionalgrants

Scholarships
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Institutional Scholarships

University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with organizations to promote scholarship programs. These scholarships are available to potential students or alumni. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html.

External scholarships are available to the general public, which may include University of Phoenix students.

A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. The CSE evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans
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Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's edu-

cational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit https://studentloans.gov/myDirectLoan/directSubsidizedLoanTimeLimitation.action.

Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn, and the Direct Loan Disclosure Statement.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/dlrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit https://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit http://www.studentaid.ed.gov/types/loans/plus

For additional information on the application process for obtaining

a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=gradPlusMpn

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	$5,500 - No more than $3,500 of this amount can be subsidized loan	$9,500 - No more than $3,500 of this amount can be subsidized loan	$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	$6,500 - No more than $4,500 of this amount can be subsidized loan	$10,500 - No more than $4,500 of this amount can be subsidized loan	
3 & 4 Junior and Senior	$7,500 - No more than $5,500 of this amount can be subsidized loan	$12,500 - No more than $5,500 of this amount can be subsidized loan	
Maximum total loan debt (aggregate loan limits)	$31,000 -No more than $23,000 of this amount may be in subsidized loans.	$57,500 -No more than $23,000 of this amount may be in subsidized loans	$138,500 -No more than $65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs — *Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.*

* Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit http://studentaid.ed.gov/types/loans/interest-rates

Interest Rate Cap for Military Members

During military service, students who qualify under the Service-members Civil Relief Act may be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at http://www.nslds.ed.gov/

Private Student Loans

Understand your rights and responsibilities when considering private loan options. Clear and

accurate information can help you make informed choices, so you borrow only what you need and

can reasonably repay.

The University encourages that all federal and state financial aid options are exhausted before private loans be considered. Private loans are made through third-party lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Private loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit

http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts

and any other resources received.

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at http://www.finaid.org/loans/privateloan.phtml

For additional information, please review the Private Loans Policy in the Financial Aid Policies appendix.

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.

- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy for further information.

Verification

A federal financial aid student may be chosen to participate in the verification process by the U.S. Department of Education Central Processing System. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification.

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications.

If a student is selected for verification, the University will request the student provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Documentation of high school completion
- Government-issued photo identification
  - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process.

A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the University. If verification documents are not received within this timeframe, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline or 120 days after the last day of the student's enrollment, whichever is earlier.

For additional information on the different verification groups and types of documents acceptable to complete the verification process, please review the Verification Policy of Financial Aid Policies appendix.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's current COA per college. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

College of Education

Cost of Attendance Components	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,288.00	$9,290.00	$9,460.00	$12,144.00	$12,936.00
rEsource Fees	$1,359.00	$1,360.00	$1,360.00	$1,560.00	$1,560.00
Living Expense and Loan Fees*	$7,110.00	$7,900.00	$7,920.00	$9,540.00	$9,540.00
Room and Board	$4,635.00	$5,150.00	$5,150.00	$6,180.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,430.00	$2,700.00	$2,700.00	$3,240.00	$3,240.00
Loan Fees	$45.00	$50.00	$70.00	$120.00	$120.00
Annual COA	$17,757.00	$18,550.00	$18,740.00	$23,244.00	$24,036.00

1The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 24 credits*

College of Health Professions

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

College of Humanities and Sciences

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate***	Master's Degree
Tuition	$8,145.00	$9,333.00	$9,340.00	$9,360.00	$8,376.00	$15,936.00
rEsource Fees	$1,188.00	$1,359.00	$1,360.00	$1,360.00	$780.00	$1,560.00
Living Expense and Loan Fees*	$7,101.00	$7,110.00	$7,900.00	$7,920.00	$4,770.00	$9,540.00
Room and Board	$4,635.00	$4,635.00	$5,150.00	$5,150.00	$3,090.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,430.00	$2,430.00	$2,700.00	$2,700.00	$1,620.00	$3,240.00
Loan Fees	$36.00	$45.00	$50.00	$70.00	$60.00	$120.00
Annual COA	$16,434.00	$17,802.00	$18,600.00	$18,640.00	$13,926.00	$27,036.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*
***The figures provided for certificate programs are illustrative and based on 12 credits*

College of Information Systems and Technology

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,096.00	$9,432.00	$9,430	$9,310.00	$12,474.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,432.00	$17,901.00	$18,690.00	$18,590.00	$20,799.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits

School of Business

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,072.00	$9,459.00	$9,460.00	$9,380.00	$12,528.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,408.00	$17,928.00	$18,720.00	$18,660.00	$20,853.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits.

School of Nursing

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Health Services Administration

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00

Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

School of Advanced Studies

Cost of Attendance Components	Doctoral Degree
Tuition	$19,320.00
rEsource Fees	$1,644.00
Living Expense and Loan Fees*	$9,516.00
Room and Board	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$3,240.00
Loan Fees	
	$96.00
Annual COA	$30,480

* *The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses*

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.
The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	24-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the Uni-

versity will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible. Examples of conflicting information may include, but are not limited to, the following:

- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status
- Citizenship status

Other Resources

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student's cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and state grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: Adjustments to tuition due to an approved leave of absence, early payment discounts and cash payments made by the student will not count as other resources.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives additional other resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Satisfactory Academic Progress (SAP) for DVA Education Benefits

To receive Department of Veterans Affairs (DVA) education bene-

fits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive DVA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for DVA education benefits.

Federal Financial Aid Satisfactory Academic Progress Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

GRADE POINT AVERAGE

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate stu-

dents must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are *excluded* from the qualitative computation:
- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)* (provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)**
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

The IX grade is only given to eligible students who require special accommodations (Americans with Disabilities Act) and provides additional time to complete a course. Faculty may select a completion date ranging from 5 to 15 weeks. The IX grade will default to an F grade when the course exceeds the completion date.
**QC grade (effective for classes in progress 9/9/2006): No grade was issued. No credits awarded. A QC is awarded in the following instances:*
- *This grade may be used for zero-credit courses once the attendance requirement has been satisfied.*
- *A QC grade may automatically post for certain doctoral and counseling courses when the IP period expires and*
- *no formal grade has been submitted.*
- *A QC grade is not calculated into the GPA.*
- *This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.*
- *The QC grade is available using a drop-down menu on eCampus.*

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

MAXIMUM TIMEFRAME

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) sta-

tus without the ability to appeal.

PACE OF COMPLETION

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

INCLUDED IN PACE OF COMPLETION

The following are included as attempted in the pace of completion calculation:
- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades: A, B, C, D and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

EVALUATION

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

FINANCIAL AID WARNING

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

FINANCIAL AID DISQUALIFICATION

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

FINANCIAL AID PROBATION

Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to

maintain federal financial aid eligibility.

STUDENT NOTIFICATION

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

REGAINING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

MAXIMUM TIMEFRAME

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

TRANSFER CREDITS-QUALITATIVE

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

TRANSFER CREDITS-QUANTITATIVE

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

PROGRAM CHANGES

Students who change programs at the University are re-evaluated to determine which credits apply to the new program.

The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

REPEAT COURSES

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

CONCURRENT ENROLLMENT

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary program's GPA.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis.

Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

A student should contact Student Financial Services if interested in submitting a professional judgment request.

Note: The University will complete verification before exercising professional judgment for students who have been selected for verification.

For additional information, please refer to the Professional Judgement Policy in the Financial Aid Policies appendix.

Leave of Absence

Purpose

The University must have a written formal leave of absence (LOA) policy. The University and students must comply with the stated policy as well as governing regulations when requesting, approving and processing LOAs.

Policy

This policy is applicable to all students enrolled in degree programs at University of Phoenix.

If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence.

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University's LOA Policy when requesting an LOA, by providing (on or before the start date of the LOA) a written, signed and dated request, including the reason for the LOA, to Student Financial Services. All requests will be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reasonable amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

HEROES Act

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved.

Affected students include those who:
- Are serving on active duty during a war or other military operation, or national emergency
- Are performing qualifying National Guard duty during a war or other military operation, or national emergency
- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

The University will document the decision for granting an approved LOA to an affected student if that student has difficulty providing a written LOA request because of affected status. The documentation will include both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing. For additional information, students should contact their Finance Advisor.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the student returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e., course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates requested by the student and may adjust those dates based on ARAs, classes scheduled, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to Student Financial Services. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The

University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements During an LOA

The University may disburse Pell, IASG and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the effect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If upon a student's return from an approved LOA a student begins a new program, the student is not meeting the LOA requirement of returning to the program the student was enrolled in prior to taking the LOA. Therefore, in these scenarios, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Program Changes Policy and Re-Entry Policy for further information)

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	**30 days** after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	**7 days** after the academic year start date or 7 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements
Private Loans	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements

For additional information on student eligibility for standard, late, and post withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable

charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University, may, at its discretion, provide a student access to his/her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with Finance.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt

- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans.

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions
- A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at http://www.direct.ed.gov/pubs/exitcounselguide.pdf

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf

Federal Teacher Education Assistance for College and Higher Education Grant Counseling

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at https://studentloans.gov/myDirectLoan/launchTeach.action

Within 30 days of learning a TEACH Grant recipient is no longer in attendance, a letter is sent to the recipient advising him or her of the exit counseling requirement. This letter includes an attachment that can be found at https://static.studentloans.gov/images/teachExitCounselingGuide.pdf

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)

A student who is registered and attending classes at the University can postpone making payments on federal student loans from previous colleges by requesting a deferment from the loan holder or servicer. Return all deferment forms to Student Financial Services, who forwards the forms to the Registrar's Office for processing. The loan holder or servicer makes the final determination to grant a deferment request.

Students receiving federal student loans may also obtain deferments for several reasons including serving in the Peace Corps, under the Domestic Volunteer Service Act and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance

Loan Payment Calculator

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. The Repayment Estimator at https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action allows students to estimate their payment under all available repayment plans

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Sample Standard Repayment Calculator Detail

Loan Amount	$12,000
Interest Rate	6.80%

Repayment Summary

Months in Repayment	120
Monthly Payment	$138
Total Interest Payment	$4,572
Total Loan Payment	$16,572

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay.

Graduated Repayment Detail - 120 months starting at a payment of $80 and a final monthly payment amount of $239. Total interest paid would be $5,832, for a total of $17,832.

Extended Repayment - Only available for loan amounts greater than $30,000

Payment amounts under the Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available.

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)

Detailed information on these options is available at http://studentaid.ed.gov/repay-loans/forgiveness-cancellation

Military Benefits

Veterans Educational Benefits

Students who are entitled to Federal VA education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for Federal VA education benefits. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U S Department of Veterans Affairs (DVA)

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use Federal VA educational benefits for a specific program at an institution should confirm the program is eligible for Federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the DVA can determine eligi-

bility.. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review http://www.gibill.va.gov

If the DVA determines that the student is not eligible for Federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact Federal VA education benefits for the current course as well as the availability of Federal VA educational benefits in future courses. Please contact your Academic Advisor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base.

University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans' benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, http://www.gibill.va.gov, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay Federal VA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Military Tuition Assistance

To obtain federal military tuition assistance, visit your education or Navy College Office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request; for more information, visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

A student can currently receive 100% of federal tuition assistance from military service, with a $250 cap per semester hour, and a $4,500 annual limit. If a student wants to apply for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve service members who earned Chapter 30 benefits while on Active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill®website http://www.benefits.va.gov/gibill/tuition_assistance.asp.

Readmission of Servicemembers

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University's Military Division verifying that the student's absence from the University was necessitated by service in the uniformed services.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student's eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student's deployment paperwork or a letter from the commanding officer that includes the student's dates of service.

Exception: The University may not delay or attempt to avoid readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

- The student submits verbal or written notification of intent to re-enroll.

Note: If the student's last date of attendance with the University is more than 365 days in the past, the student must complete an updated admissions application and Enrollment Agreement in accordance with the University re-entry policy. The Military Division should then submit these completed documents along with the servicemember's readmission form. The student may remain in the original program/version without appeal, provided the cumulative length of absence does not exceed five years and that the program has not been expired.

A student's eligibility for readmission under this section by reason of such student's service in the armed services terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, or
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, or
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC

Note: If the student does not submit a notification of intent to re-enroll within the time limits, the student is subject to the University-established leave of absence policy and general practices.

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Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

Students out for a period of more than one year, with current, active or prior military experience in the Army, Coast Guard, Marine Corps and Navy are covered under the Servicemembers Opportunity Colleges (SOC) guidelines, and therefore will be permitted to continue in their original program/version of study. These students are required to complete all degree requirements within the graduation deadline period. Students are granted five (5) years to complete an associate degree and seven (7) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete his or her degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Note: A student with a SOC agreement who changes program, major or concentration is required to update to the most current program/version offered in his or her state or jurisdiction. A new SOC agreement will be created for the student when the student is admitted to the new program/version, and the student will be given a new five (5) year (associate) or seven (7) year (undergraduate) timeframe in which to complete the degree.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and electronic course materials fees are paid whether in attendance or not Students can access account balances and student account information under the account tab on the student website When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process The student may receive a refund or may owe payment to the University depending upon the student's account balance.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course Tuition and all applicable fees for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students will not be allowed to attend courses if a payment is due, or if paperwork is required. All necessary paperwork or payment arrangements must be resolved prior to the course deadline. Students are also required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys' fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student's stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. A student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State Tax

Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact Student Financial Services for the current list of states requiring tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

For instances in which a student may qualify for multiple tuition discounts, the discount that provides the greatest benefit to the student will be applied to the tuition amount.

General Refund Policy

A tuition refund may be granted to those who qualify, based on the state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other fees are nonrefundable, unless prohibited by law.

Payment Policies

Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

<div align="center">

The University of Phoenix, Inc.

Dept 880175

P.O. Box 29650

Phoenix, AZ 85038-9650

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If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Returned Check Fees

Returned checks will result in an additional processing fee of $25, unless prohibited by law.

Late Payment Fees

Payments must be made in accordance to the selected finance plan. If tuition payment is not received within the terms and conditions of the selected finance plan, fees up to $25 will be assessed to the student account, unless otherwise restricted by law. Late fees are due immediately upon invoice.

Notice

The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report.

If payment for tuition and electronic course materials fees is not received in accordance with the Student Responsibility to Pay Agreement the student may be withdrawn from the program and official transcripts withheld.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www phoenix edu/ tuition_and_financial_options/tuition_and_fees html or contact a Finance Advisor with any questions regarding financial options and scholarships

Cash Plan

The Cash Plan is available to students who will be using e-check or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period and is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and electronic course materials fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U S Department of Veterans Affairs or U S Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available for students who receive Tribal education benefits or whose employer is approved by the University for Direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Tribal Nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix edu

To learn more, please visit https://www.phoenix.edu/ tuition_and_financial_options/financial_options/third_party_ billing.html

Withdrawing from the University

Circumstances may necessitate withdrawal from the University For further information on officially, unofficially, or administratively withdrawing from the University, please see the University's Withdrawal Policy.

Return of Title IV Policy

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund. The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.*

Here are a few examples of common course lengths:

Weeks Attended	Refund for 5-Week Course	Refund for 6-Week Course	Refund for 7-Week Course	Refund for 9-Week Course
1 Week	80% Refund	83% Refund	86% Refund	89% Refund
2 Weeks	60% Refund	67% Refund	71% Refund	78% Refund
3 Weeks	40% Refund	50% Refund	57% Refund	67% Refund
4 Weeks	No Refund	No Refund	43% Refund	56% Refund
5 Weeks			No Refund	44% Refund
6 Weeks				No Refund

Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.

b.If a student withdraws from a course TA funds received by the University will be returned on a pro-rata basis based upon the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro-rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Attendance for 5 week course

Attend 1 Week - 80% Returned

Attend 2 Weeks - 60% Returned

Attend 3 Weeks - 40% Returned

Attend 4 Weeks - No Return

Attendance for 6 week course

Attend 1 Week - 83% Returned

Attend 2 Weeks - 67% Returned

Attend 3 Weeks - 50% Returned

Attend 4 Weeks - No Return

Attendance for 9 week course

Attend 1 Week - 89% Returned

Attend 2 Weeks - 78% Returned

Attend 3 Weeks - 67% Returned

Attend 4 Weeks - 56% Returned

Attend 5 Weeks - 44% Returned

Attend 5 Weeks - No Return

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or Service.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below:
  - Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):

    University of Phoenix
    3110 E. Guasti Road
    Ontario, CA 91761
  - Refund administrative address for California residents attending Online:

    University of Phoenix
    4035 S. Riverpoint Pkwy.
    Phoenix, AZ 85040

Florida

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- The University will retain $45 of the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period.
- Refunds will be paid within 30 days of a student's official withdrawal.

Georgia

Students in Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student's official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

Louisiana

Students in the state of Louisiana will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is nonrefundable.
- Refunds will be paid within 30 days of a student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or $150, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person that paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his or her enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

New Mexico

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.

- If a student withdraws following the expiration of the three-day cancellation period, but prior to the first class, the University may retain up to $200.
- Following the beginning of the first class, refunds will be provided according to the University Institutional Refund Policy.
- Refunds must be made within 30 calendar days of the University's receipt of written notice of withdrawal or the University's termination of the student's enrollment, whichever is earlier.

Virginia

Students in the state of Virginia have three business days, excluding weekends and holidays, during which enrollment may be cancelled without financial obligation other than a nonrefundable fee not to exceed $100 for expenses related to processing the student's enrollment.

Online

The refund policy of the state where online students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others

- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
  Exception: The Student Health Insurance Plan Enrollment/ Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules

- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

* Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.

** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Nelnet Scholarship Management, Aptimus, Protiviti, ACS, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Cenveo, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education, TK20, College Board, Loan Science, Civitas and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations

- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.
- A school official is defined as:
  - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
  - A person employed by or under contract to the University to perform a task.
  - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
  - Performing a task specified in his or her job description or contract.
  - Performing a task related to a student's education.
  - Providing a service or benefit related to a student or a student's family.
  - Representing a school in which a student seeks to enroll.
  - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.

- Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
- Performing studies on behalf of educational institutions.
- Disclosing information to accrediting organizations carrying out their function.
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:
- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a

written request to access their records. However, the Office of Admissions & Records will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information.

A student's request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University

discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
- (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel,
- which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied

(For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Reg-

istrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Gainful Employment Disclosures

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program Each program home page is linked to gainful employment information specific to that program For more information about gainful employment disclosures for active open enrollment programs, visit http://www.phoenix.edu/programs/gainful-employment.html. For more information about gainful employment disclosures for closed for enrollment, retired programs, visit http://www.phoenix.edu/programs/gainful-employment/retired-programs.html

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates

and maintains uniform student loan practices that focus on the best interest of student borrowers.

It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_-financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at http://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

This policy applies to website visitors, current and potential students, alumni and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain Sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively "Additional Policies").

Information Collected

We collect various types of information through our Sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials and digital technology may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including Social Networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

Information Uses

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:

- To determine your admissibility and to register you for your selected educational programs
- To contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve student retention, site and service performance, user experience and delivery
- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- For external academic research and scholarship
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods

- To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html
- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you've opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

Under California's Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Office.ComplianceUOPX@phoenix.edu

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

Other Collection, Use and Disclosure

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

Other Important Information

We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information

during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the "Students' Rights to Privacy and Access to Educational Records" policy, visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Attn: Registrar's Office
4025 S Riverpoint Parkway
Mail Stop: CF-L201
Phoenix, AZ 85040

Admissions and Records Service Center: 800.866.3919

University of Phoenix may update this policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at http://www.phoenix.edu/copyright-legal/privacy_policy.html

How to Contact Us or Access Your Information

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or

University of Phoenix
Attn: Ethics and Compliance
4025 S. Riverpoint Pkway
Phoenix, AZ 85040

Contact Information for Filing Complaints

Students wishing to file a complaint may contact the University's Office of Dispute Management. Local students also have the option to file a complaint directly with the designated state regulatory agency in the state in which they reside. Please note many states require students to exhaust the institution's internal complaint policy before filing one with their agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (http://nc-sara.org). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process. SARA complaints must first be submitted internally for resolution through the University's Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (http://azsara.arizona.edu).

Online students should file external complaints with the Arizona State Board for Private Postsecondary Education

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The

State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, telephone 602.542.5709, website address: www.ppse.az.gov.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

Colorado: The student may contact the Colorado Department of Higher Education, Office of Private Postsecondary Education, 1560 Broadway Road, Suite 1600, Denver, CO 80202; telephone 303.862.3001.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; telephone 770 414 3300, website: https://gnpec.georgia.gov/webform/gnpec-student-complaint-form

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Illinois: The student may contact the Illinois Board of Higher Education, 1 North Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377; telephone 217.782.2551, website: www.ibhe.org. http://complaints.ibhe.org

Louisiana: The student may contact the Louisiana Board of Regents, 1201 N. Third St., Suite 6-200 Baton Rouge, LA 70802; telephone 225.342.4253. Proprietary Schools 225.342.7084.

Michigan: The student may contact the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, P.O. Box 30018,Lansing, MI 48909; telephone 517.241.9221.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330. Website: cpe.nv.gov

New Jersey: The student may contact the Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, Trenton, NJ 08625-0542; telephone 609.984.3738.

New Mexico: The student may contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505.476.8409.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27514; telephone 919.962.1000.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone 717.783.8228.

Tennessee: The student may contact the State of Tennessee Higher Education Commission, Parkway Towers, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830; telephone 615.741.5293.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84114-6704; telephone 801.530.6601.

Virginia: The student may contact the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Mon-

roe Building, Richmond, VA 23219; telephone 804.225.2600.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.

Washington DC: The student may contact the Government of the District of Columbia Education Licensure Commission, 1050 First Street, NE, Washington, DC 20002; telephone 202.727.6436.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works
- Copyright law provides the owner of a copyright the exclusive right to do the following:
- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites: The U.S. Copyright Office: http://www.copy right.gov

The Electronic Frontier Foundation fair use frequently asked questions Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so As a user of the University network, recognizing the legal requirements of the files that you may be sharing

with others is important You should be careful not to download and share copyrighted works with others

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

https://www.riaa.com/resources-learning/for-students-educators/

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

The University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes Voter Registration information available at the campuses. The National Mail Voter Registration Form can also be used to register U.S. citizens to vote, to update registration information due to

a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Annual Security Report

The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, the Campus Safety Policies and Campus Crime Statistics for the last three years.

Visit http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drugs prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.htmlto access a PDF file of the University of Phoenix Campus Safety Policies.

Campus Crime Statistics

The Clery Act delineates the offenses which need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to 1) a campus security authority (CSA),

regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official and 2) local law enforcement (collected by the CSA through an information request) over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 and repeated in the U.S. Department of Education's Clery Act regulations.

- Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Rape, Fondling, Incest, Statutory Rape, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft and Arson.
- Hate Crimes - Any of the above-mentioned offenses (excluding Manslaughter by Negligence), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias.
- VAWA Offenses - Any incidents of Domestic Violence, Dating Violence and Stalking.
- Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc. Law Violations, Drug Abuse Violations and Liquor Law Violations.

In addition, the following Kentucky Minger Act offenses (non-Clery Act statistics) are separately provided for the Louisville Campus in the University of Phoenix Annual Security Report:

- Menacing; Reckless Homicide; Terroristic Threatening/Intimidation; and Wanton Endangerment.

Specific campus location statistics are available electronically in the Annual Security Report at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report pdf or by requesting a paper copy of the report from campus security authority (Contact information can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the campus security authority at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com and http://nsopw.gov/. You can search by city, county or ZIP code. This information is collected by other agencies, and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Clery Act and for campus

safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Florida Sexual Predator and Sexual Offender Registry

The University of Phoenix Campus Safety website at http://www.phoenix.edu/about_us/campus-safety.html provides a link to the Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website at http://offender.fdle.state.fl.us/offender/homepage.do and toll-free telephone number, 888 357 7332 (for TTY accessibility, dial 877 414 7234) These give access to Florida sexual predator and sexual offender public information, including a database to search for offenders employed or enrolled at Florida universities

Emergency Mass Notification Policy

Apollo Education Group (Apollo) and University of Phoenix (UOPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo and UOPX to contact or send notices, alerts or warnings without delay to employees, faculty and students in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities.

The Emergency Mass Notification Policy applies to all employees, faculty and students of UOPX in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

The policy can be viewed in its entirety in the Campus Safety Policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf or by requesting a printed copy from your local campus.

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts to receive all reports relating to crime at University locations. A current list of Campus Security Authority contacts can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use, Underage Drinking, and other

Violations of Alcohol and other Drug-Related Policies

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If any individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a "zero tolerance" policy regarding underage drinking.

Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state or local laws will be enforced.

Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Institutional Sanctions for Alcohol and Drug Violations

Any member of the University community found possessing or selling illegal drugs on University property which includes attending class and meeting with campus personnel or in violation of the institution's alcohol policies while on campus shall be subject to discipline on a case-by-case basis

Discipline will be based on the seriousness of the situation:

- A case may result in dismissal from the University
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol
- Additional state penalties and sanctions may also apply

The University has adopted a zero-tolerance policy regarding alcohol and drug violations

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period,

unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

The student may regain eligibility the day after the period of ineligibility ends.

If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive.

It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

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APPENDIX- FINANCIAL AID POLICIES

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Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This scenario is rare, but most commonly occurs when a student starts with the University after recently attending a different institution or when the student completes a prior program at the University and begins another program. Students in these scenarios need to work with their finance advisor to determine if they have overlapping academic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University

Policy

Allowable Charges

The University defines allowable charges as charges assessed by the University for the current payment period for the following:

- Tuition (including tuition for directed study and state sales tax) and mandatory institutional fees
  - Electronic course materials fees and books (rEsource Fee)
    -By using the ED MAP Book Voucher, the student is considered to have authorized the use of federal financial aid funds for books and is not required to provide any additional authorization If the student chooses not to use the book voucher, the authorization is no longer valid
- California Student Tuition Recovery Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior year, the University will use current-year Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to any prior-year allowable charge (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Campus-Based Programs Policy

Overview

The Campus Based Policy defines the University's selection criteria and packaging philosophy for awarding cam-pus-based funds consistently to all eligible students.

Policy

The University participates in one of the three campus-based programs, the Federal Supplemental Educational Opportunity Grant (FSEOG) Program. The University will make FSEOG funds reasonably accessible to all eligible stu-dents, to the extent of available funds. Furthermore, it will not exclude from consideration any one particular type or category of student.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The following represents selection criteria and procedures for determining which students may be awarded FSEOG funds. These selection procedures are uniformly applied.

First Selection Group

- Undergraduate students who have not earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and credential level) during the same award year in which the campus-based funding will be disbursed

- Students with an EFC** of zero and exceptional need are reviewed for funding under the following formula:

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
= Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

***The University will use the EFC from the same award year for the Direct loan and campus-based programs*
After the University has determined a student's need, the University determines the student's eligibility.

The University first awards all funds to students meeting the conditions of the first selection group. When all stu-dents in the first selection group are awarded and disbursed FSEOG program funds, the University will determine if students in the second selection group can be awarded.

Second Selection Group

- Undergraduate students who have not yet earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and undergraduate standing) during the same award year in which the campus-based funding will be disbursed
- Students with exceptional financial need (defined as students with the lowest EFCs who are not receiving Pell Grants). This group also includes students who have exceeded their Pell LEU.

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
= Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

The University keeps documentation of the eligible EFC calculated for the student and confirms Pell Grant eligibility prior to disbursement of the FSEOG. If the FSEOG recipient does not receive Pell Grant funds during the award year, but the documentation shows that the FSEOG award and disbursement were made in good faith, the University is not required to recover the FSEOG funds already disbursed to the student. If the student loses Pell Grant eligibility prior to disbursement of the FSEOG, the University will cancel the FSEOG award.

FSEOG and Pell Lifetime Eligibility Used

If a student receives a Pell Grant for only one payment period of an award year due to reaching the Pell lifetime eligibility (LEU), the student may still receive an FSEOG award for both payment periods in the award year (Refer to the Federal Pell Grant/IASG Policy for further information on Pell LEU). If the student has met or exceeded the Pell LEU, the student does not fall under the first selection group criteria above and is not eligible for any FSEOG awards in the award year. However, if funds remain after the first selection group has been paid; the student may be eligible for FSEOG under the second selection group criteria.

Establishing Categories of Students

The University specifies categories of students to ensure students

in each category have an opportunity to be award-ed FSEOG funds. Categories may be based on class standing, enrollment status, program, date of application, or a combination of factors. The University's written selection procedures ensure that FSEOG recipients are selected based on the lowest EFC and Pell Grant priority requirements over the entire award year. As students are awarded for the federal award year daily, FSEOG funds are reserved for use throughout the award year (on the basis of the University's experience from previous periods), and selection practices are applied in a manner that assures a reasonable consistency over the entire award year. Each year the University reviews prior award year data to determine the appropriate award amounts and allocations to ensure reasonable availability of funds throughout the award year.

Annual Award Amounts

The annual award for each student may be up to $500, depending on availability and student eligibility. The mini-mum FSEOG amount is $100. The award amount is disbursed equally in two payment periods within the academic year. However, if the student is an advancing student finishing out a prior academic year or a student who is in a remaining period of study that is not a full academic year where the remainder of the program or academic year is equal to or less than half of an academic year, the FSEOG payment may be made in one disbursement.

FSEOG is not prorated for graduating students with less than a full academic year remaining or for programs that are less than a full academic year.

Crossover Periods

Crossover periods are payment, award, or loan periods that overlap two award years. If a student is receiving a Pell Grant during a payment period that occurs in two award years and the student is among those with the lowest EFC, the student satisfies the FSEOG first selection group requirements for the same crossover period regardless of which award year the Pell Grant funds are attributed. A student can also receive FSEOG funds under the first selection group requirements during a crossover payment period, from either award year allocation, as long as the stu-dent also receives a Pell Grant in the award year to which the crossover payment period is attributed.

If the second payment period of an academic year starts before July 1 and the University awarded FSEOG using the first award year's allocation, the University will disburse those funds up until the September Federal Register dead-line as long as the student is eligible for those funds.

If the second payment period of an academic year starts after July 1, the University awards the second FSEOG disbursement using the subsequent award year's funds if the student meets the eligibility criteria in the subsequent award year. This includes being eligible to receive federal Pell Grant funding during the same award year in which the campus-based funding is disbursed. However, the University uses the original award year's Cost of Attendance (COA) and EFC in calculating the student's financial need and eligibility for aid from the campus based programs.

Nonfederal Share Requirement for FSEOG

The University meets its nonfederal match of 25% using the aggregate matching method. The University's resources used to reach the nonfederal match may include institutional scholarships and grants; waivers of tuition or fees; the nonfederal portion of state scholarships and grants; and funds from foundations or other charitable organizations.

The University's own resources used to fund FSEOG must be dis-

bursed before or at the time the federal dollars are disbursed. However, outside resources can be used to match federal dollars even if the funds are received at a later date, as long as the University has written information about the funds being award to a student. This written information will be kept on file at the University.

FSEOG Carry-Forward and Carry-Back

The University may spend up to 10% of its current award year FSEOG allocation in the following award year. Carry-forward funds are spent before the current year allocation. The University may also spend up to 10% of its current year FSEOG allocation of expenses incurred in the prior award year.

Carry-forward and carry-back funds are matched in the award year they are spent. Information for both carry-forward and carry-back transactions are reported on the Fiscal Operations Report and Application to Participate (FISAP).

Recalculating Campus- Based Funds

Any time a student at the University begins attendance in at least one course but does not begin attendance in all courses scheduled, the University checks to see if it is necessary to recalculate the student's eligibility for campus-based funds. This recalculation is based on the revised enrollment status and cost of attendance. The University does not include any costs associated with classes the student failed to begin in the COA.

If the student withdraws from the University, this recalculation is performed prior to the completion of the Return of Title IV Funds calculation. The recalculated amounts of campus based funds is used in the Return calculation.

Administrative Cost Allowance (ACA)

The amount of ACA the University may claim is determined by its expenditures for the FSEOG program.

- FSEOG disbursements to students - both the 75% federal share and the 25% nonfederal share
- If the University chooses to provide more than a 25% institutional share to FSEOG recipients, it does not include an FSEOG institutional share in excess of 25% in the calculation of the ACA.

ACA is calculated as follows:

5% of the first $2,750,000 of the University's expenditures to students under FSEOG Program

+

4% of expenditures to students greater than $2,750,000 but less than $5,500,000 under the FSEOG Program

+

3% of expenditures to students greater than $5,500,000 under the FSEOG Program

The University may use the ACA to assist in the costs of administering the campus-based and federal Pell Grant pro-grams such as salaries, furniture, supplies, travel and equipment. The ACA may also be used to pay service fees charged by banks for maintaining campus-based programs accounts, and expenses related to student consumer in-formation requirements. If the University were to claim the ACA, it would come from the FSEOG allocation received. However, the University currently does not claim any ACA from the FSEOG program.

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The University uses the same COA when awarding Pell and Direct Loans unless the student is a Pell or Iraq Afghanistan Service Grant (IASG) only student. If the student is only receiving Pell or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- Books and Supplies (Electronic Course Materials and Books - rEsource Fees)
- rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
- Room and Board (housing and food)
- Transportation
- Miscellaneous (personal care expenses)
- Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition
- Electronic Course Materials and Books (rEsource Fees)

Tuition

The tuition component for the COA is a per credit average based on credential level and college. The University documents how tuition averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Professional Judgment and Overaward & Overpayments Policies for further information.) If a student's period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

Books and Supplies (Electronic Course Materials and Books)

The books and supplies component is calculated using a standard rEsource fee based on the credential for each en-rolled course, for the period of enrollment.

Living Expense

The living expense component is a per month allowance calculated using data provided in the most recent Con-sumer Expenditure Survey. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing).

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Pol-icy for further information)

- Nine months for associate's degree-seeking students (9 week course delivery);
- Ten months for associate's degree-seeking students (5 week course delivery)
- Ten months for bachelor's degree-seeking students; and
- Twelve months for graduate students.
- Certificate seeking students:
  - College of Education
    - Graduate certificate - 12 months
  - College of Health Sciences and Nursing
    - Undergrad certificate-10 months
    - Graduate certificate-11 months
  - College of Humanities and Sciences
    - Undergrad certificate-9 months
    - Graduate certificate - 6 months
  - College of Information Systems and Technology
    - Undergrad certificate-8 months
    - Graduate certificate-9 months
- School of Business
    - Undergrad certificate-8 months
    - Graduate certificate-9 months

Programs Less than an Academic Year and Remaining Periods of Study Less than an Academic Year (End of Program)

The COA for programs less than an academic year and the COA for end of programs (EOPs) is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense to determine the living expense component of the student's COA. The COA for an EOP will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Incarcerated Students

The COA for incarcerated students is limited to tuition, course material fees, and books and supplies, if required in the program of study. (Refer to the Student/Parent Eligibility Policy for further information)

Tribal Budget

The University prepares a separate tribal budget for students who receive tribal funding. The tribal budget consists of actual tuition rates for the tuition component and may include a child/dependent care average component obtained from the National Association of Childcare Resource and Referral Agency (NACCRRA). The University averages each childcare type for weekly and hourly cost for each state. Documentation is available for review, upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Direct Loan Policy

Overview

The Direct Loan Policy addresses the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive.

Policy

Application Process

To obtain a Direct Loan (DL), a student must complete and submit a current award year Free Application for Federal Student Aid (FAFSA). Additional forms, such as the University Financial Aid Application, Direct Loan Master Promissory Note (MPN), and/or Direct Loan Entrance Counseling (if first time borrower) may also be needed.

Once completed documents are received, the University determines the student's eligibility for the DL program and awards accordingly. The University will send out a notification of the proposed loan package via an award letter including the proposed loan type(s) and amount(s). Once the award is made, the University transmits the loan origination and disbursement record to the Department of Education (ED). ED will provide an origination acknowledgement confirming the student has a completed MPN and is eligible for the DL program funds awarded. Prior to the anticipated disbursement date, the student's eligibility for the DL program funds is reconfirmed and loan funds are drawn-down from ED and disbursed to the student by application to the student account with the University.

MPN Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Request may be made for an increase or decrease to the loan amount. However, if the amount(s) of Direct and/or Federal Direct PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the date of disbursement will be honored as a partial cancellation based on title IV funds that are currently unapplied. The University notifies the student/parent in

writing of the outcome of his or her request regardless of when the cancellation request is received.

Loan Period

The minimum period of enrollment the University may originate a Direct Loan is the lesser of the following:

- The length of the student's program
- The student's academic year (Refer to the Academic Year Definition Policy for specific requirements)
- The remaining portion of the student's program (if the program is shorter than an academic year

The maximum period the University may originate a DL is

- generally, the student's academic year (Refer to the Academic Year Definition Policy for specific requirements); or
- for a defaulted borrower who has regained eligibility, the academic year the borrower re-gained eligibility.

Note: For information on loan periods for students who transfer from another school, complete a program and advance to another program at the University, or change programs at the University, refer to the Transfer Policy and Program Changes Policies

Annual Loan Limits for Subsidized and Unsubsidized Loans

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
(1) Freshman	$5,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$9,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$20,500
(2) Sophomore	$6,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	$10,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	
(3 & 4) Junior and Senior (5) Fifth year undergraduate	$7,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	$12,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	
A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Direct Unsubsidized Loan amounts. Student dependency status will be determined based on answers to questions on the Free Application for Federal Student Aid (FAFSA)			

Students may attend another school(s) while attending the University and receive Direct/PLUS loans at both schools for the same period of enrollment. If this occurs, the University resolves any possible annual loan limit overaward by reducing or cancelling loan disbursements to ensure students do not exceed annual loan limit amounts.

Aggregate Loan Limits for Subsidized and Unsubsidized Loans

When reviewing NSLDS, the University uses the **Aggregate Outstanding Principal Balance (Agg. OPB)** shown in NSLDS for each of the student's outstanding federal loans. If the student has one or more consolidation loans, which may include Subsidized and Unsubsidized federal loans, NSLDS will show separate totals for

each. The University is not responsible for reviewing "unallocated" loans if they are present in NSLDS.

The following represents the maximum outstanding total subsidized and unsubsidized loan debt:

	Subsidized	Total (subsidized & unsubsidized)
Dependent Undergraduate Students (excluding those whose parents cannot borrow PLUS)	$23,000	$31,000
Independent Undergraduate students & Dependent Undergraduate Students whose parents cannot borrow PLUS	$23,000	$57,500
Graduate & Professional Students	$65,500	$138,500

If a student at the University has received federal loans at other schools, the University reviews the student's financial Aid history on the Institutional Student Information Record (ISIR) to ensure the student has remaining eligibility under the aggregate loan limits If a student exceeds the aggregate loan limits, the student may not receive additional direct loans until the student (1) repays in full the excess loan amount; or (2) makes arrangements, satisfactory to the holder of the loan, to repay the excess loan amount

150% Direct Subsidized Loan Limit

Borrowers who have no outstanding balance on a Direct Loan or a Federal Family Education Loan (FFEL) on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013 will have Direct Subsidized Loan eligibility limited to a period not to exceed 150 percent of the length of the borrower's educational program. In addition, under certain conditions, these first-time borrowers who have exceeded the 150 percent limit may lose the interest subsidy on their Direct Subsidized Loans. ED will monitor this subsidized usage and notify borrowers through dis-closure statements provided to the borrowers.

Additional Unsubsidized Eligibility

Independent undergraduate, graduate or professional students may borrow additional unsubsidized annual loan amounts.

Dependent undergraduate students, whose parents are unable to borrow PLUS loans due to adverse credit or other documented exceptional circumstances, may borrow additional unsubsidized annual loan amounts. Exceptional circumstances include, but are not limited to, circumstances in which the student's parent receives only public assistance or disability benefits, is incarcerated, has an adverse credit history, or the parent's whereabouts are un-known. A parent's refusal to borrow a Federal PLUS Loan or Direct PLUS Loan does not constitute exceptional circumstances.

Dependent undergraduate students, whose parents have ended financial support and refuse to file the FAFSA, may be eligible for unsubsidized loans. In these scenarios, the University verifies that the parents have ended financial support and refuse to file the FAFSA based upon documentation submitted by the dependent student. These stu-dents must complete and submit a FAFSA that

includes all the required student information. They are eligible to receive only an unsubsidized loan and not any other federal financial aid assistance. The maximum annual unsubsidized loan amount they may receive is the "base" annual loan limit for the student's grade level plus the additional $2,000 unsubsidized amount.

Loan Origination Date

The date of a loan origination is the date the University creates the electronic loan origination record. The University will not originate a direct loan for a loan period in which the student is no longer enrolled at least half-time, even if the student is otherwise still enrolled at the University. Any funds originated after the student's loan period end date are not kept by the University.

Annual Loan Limit Progression

The student's academic year is used as the basis for the annual loan limits To advance to the next grade level and for annual loan limit purposes, the student must successfully complete and earn the weeks and credit hours in the academic year. Students in nonterm programs can never progress to the next grade level in the middle of an academic year. (Refer to the Academic Year Definition Policy for specific requirements)

If the University accepts transfer credits for a student transferring from another school into a program at the University that is greater than one academic year in length, the University uses the loan limits associated with the grade level based on the credits accepted

Prorating Annual Loan Limits

The University is required to prorate Federal DL eligibility in the following scenarios:

• The program is less than one academic year in length (see Academic Year Policy for more in-formation)
• The undergraduate program is more than one academic year in length but a student's remaining period of enrollment in this undergraduate program is less than an academic year in length based on required credits

Program is less than an academic year in length

Students enrolled in programs less than an academic year in length will have their DL eligibility amounts prorated. The annual loan limit for these programs is based on the lesser of -

$$\frac{\text{Credit hours enrolled in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

OR

$$\frac{\text{Weeks enrolled in the program}}{\text{Weeks in the academic year}} \text{ X Annual loan limit}$$

Program is more than an academic year in length but remaining period of enrollment is less than an academic year in length in required credits.

Students enrolled in undergraduate programs with a remaining period of enrollment less than an academic year, as measured in credit hours, will have their DL eligibility amounts prorated based

on

$$\frac{\text{Credit hours remaining in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

Example: An independent, second year student is enrolled in the AAB program. He has a remaining period of enrollment consisting of 12 credit hours. A full academic year at the University is defined as 24 credit hours.

Direct Loan Calculations to Determine Eligibility for Remaining Period of Enrollment

Maximum Subsidized eligibility for remaining period of enrollment	(12/24) X $4, 500 = $2,250
Maximum Unsubsidized eligibility for remaining period of enrollment	(12/24) X $6,000 = $3,000

In the proration scenario described above, standard rounding rules apply.

Note: the proration formulas determine the maximum loan amount a student may borrow for a remaining period of enrollment, not the loan amount the student may actually receive. In some cases, the actual loan amount the stu-dent is eligible to receive may be less than the prorated loan limit (based on costs, EFC, other aid, aggregate borrower, etc.)

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post withdrawal disbursements from the University. The University may only disburse federal financial aid funds to eligible students.

Policy

Standard Disbursement

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the stu-dent is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

If the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure at least one-half the credit hours and one-half the weeks of instructional time in the AY are completed. Occasionally, when a student's file is reevaluated, the second payment period may consist of more credit hours and weeks of instructional time than the first payment period.

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If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the second disbursement of the remaining period is made once the student successfully completes one-half of the weeks of instructional time AND earns one-half the credits in the remaining period. If the remaining period is equal to or less than one-half an AY, the second disbursement of the remaining period may not be disbursed until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining payment period.

If the University is unable to determine when a student has successfully completed one-half the credit hours in the remaining period of study, the second payment period will begin on the latter of the date the student successfully completes 1) one-half of the coursework in the remaining period; or 2) one-half the weeks of instructional time in the remaining period. If the remaining period consists of only three credit hours and five weeks of instructional time, the second disbursement will be made once the student successfully completes 3 weeks of instructional time.

The University will disburse Direct Loan proceeds in substantially equal installments, and no installment will exceed one-half of the loan amount.

First-time, first-year undergraduate borrowers will not have the first installment of Direct Loan proceeds disbursed until 30 calendar days after the program of study AY begins. The University will schedule disbursements according to procedures.

Before disbursing federal financial aid funds, the University determines and documents the student's eligibility to receive federal financial aid funds.

The University disburses federal financial aid funds by crediting the student's account no later than three business days after receiving the funds. Funds in excess of allowable charges are paid directly to the student, or parent as applicable. (Refer to the *Federal Financial Aid Credit Balance Policy* for additional information.)

Right to Cancel

Before the University disburses federal financial aid funds, the University will notify the student of the amount of funds that the student (or parents in the case of PLUS loans) can expect to receive under each federal financial aid program and how and when those funds will be disbursed.

The University will notify the student (or parent) of the amount of the federal aid disbursement, the student's (or parent's) right to cancel all or a portion of the loan, or loan disbursement and have the proceeds returned to the holder of the loan. The notice will also include the procedures and time by which the student (or parent) must notify the University that he/she wishes to cancel the loan, or loan disbursement. This notice will be sent to the student/parent no earlier than 30 days before and no later than seven days after crediting the student's account at the University.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Direct Loans, is no longer enrolled at least half time; or
- For Federal Grants, the student is no longer enrolled at the University for the award year

If a student completes a payment period or period of enrollment, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The following conditions must be met prior to the date the student (or parent) became ineligible for a late disbursement.

	Program	
Pell Grant/IASG		No additional requirements
FSEOG	For all programs, the Department processed a SAR/ISIR with an official EFC.	Student is awarded a grant
Direct Loans		A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Pell Grant/IASG	For all Title IV programs, the University received a valid SAR/ISIR by the date established by ED.
FSEOG	No additional limitations
Direct Loans	1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the peri-od for which the loan was intended.

Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for current allowable charges. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

The University will make a late disbursement to the student no later than 180 days after the date of the University's determination the student withdrew, or for a student who did not withdraw, 180 days after the date the student be-came ineligible.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student's obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student's authorization to receive the loan must be submitted via the late disbursement letter or via a signed statement submitted to the University titled "Late Disbursement Notification."

The student has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan funds are canceled. The University will make the late disbursement to the student no later than 180 days after the date of the University's determination that the student withdrew or became ineligible. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the

University offers the funds to the student in writing and does not disburse the direct loan funds directly to the stu-dent until the stu-dent's authorization is received.

Late Disbursement - After 180 Days

The University will make a late disbursement of federal financial aid funds within 180 days of the date the student became ineligible. No disbursement of these funds is made after the 180-day time-frame.

Post Withdrawal Disbursement

Withdrawn students lose federal financial aid eligibility and can-not be paid additional federal financial aid funds for the payment period and/or AY. However, as a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date.

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a dis-bursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period
- Disbursements of Federal Pell, or IASG funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University may credit a student's account with a PWD of fed-eral financial aid grant funds (Pell, IASG, and FSEOG) without the student's permission, for outstanding current (educationally related) charges. The University will obtain a student's authoriza-tion to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the stu-dent withdrew.

If the student does not respond to the University's notice for autho-rization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See the Fed-eral Financial Aid Credit Balance Policy for the definition of out-standing charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written noti-fication is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written noti-fication includes the following:

- "The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information in reference to the borrower's obligation to repay Direct Loan funds, if disbursed.
- A request for authorization to credit Direct Loan funds to the student's account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to extend this timeline. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
  - If the University declines to honor a late response accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
  - If the University chooses to honor a late response, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final de-termination made concerning the disbursement is documented in the student's file.
- Instructions to submit the response electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, or fax.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the Uni-versity to make all or a portion of the PWD, the funds are dis-bursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late response, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late response accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs The University will pay the excess federal financial aid funds directly to the student or par-

ent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance.

Attribution of Funds

The University will consider to have disbursed federal financial aid grants before direct loans to the student's ac-count in the following order regardless of when the funds are credited:

- Pell Grant
- Iraq and Afghanistan Service Grant (IASG)
- FSEOG
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Graduate/Professional PLUS Loan
- Parent PLUS Loan

Note - Federal regulations require direct loan funds applied to a student's account, to be applied to current charges first.

Application of Funds

The University applies funds received from a federal financial aid disbursement in the following order:

- Invoiced and unpaid allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges)for the current payment period or prior payment period of the loan period;
- Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed $200

Timeline to Issue a Federal Financial Aid Credit Balance

If there is a federal financial aid credit balance, the University will issue those funds to the student, or parent as applicable, within 14 days of the date funds are disbursed (applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher

All Title IV eligible students with a federal financial aid credit balance who meet the criteria for funds that could have been disbursed 10 days prior to the beginning of the payment period will be notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University to purchase books and supplies. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

Return of Title IV

The University will hold a federal financial aid credit balance until completion of the Return of Title IV (R2T4) process. (Refer to the *Return of Title IV Policy* for additional information.) Once the R2T4 calculation is completed, if there is any federal financial aid credit balance remaining, the University allocates the credit balance as follows:

- First, to repay any grant overpayment owed by the student as a result of his/her withdrawal

- Within 14 days of the date the R2T4 calculation is performed, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
  - Pay authorized charges at the University; or
  - Pay the student directly (or parent for a Direct PLUS loan)

Refer to the Return of Title IV Policy for additional information.

Returning Unclaimed Federal Financial Aid Credit Balances

Federal financial aid funds may not escheat to a state or any other third party. The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, the University returns the funds to the applicable federal financial aid programs no later than 45 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant-IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants and IASG to eligible students.

Policy

The University calculates the annual award for students in non-term credit-hour pro-grams using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment sched-ule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Calculating Payment Amounts

The award for each payment period may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours in the payment period over the credit hours in an academic year

  or

- Weeks of instructional time in the payment period over the weeks in the academic year.

The scheduled Pell/IASG award is calculated using the lesser per-centage multiplied by the scheduled award.

Crossover Payment Periods

When a payment period falls into two award years -it begins before July 1 and ends on or after July 1 - it is referred to as a "crossover payment period." If a student is en-rolled in a crossover payment period, the entire payment period must be considered to occur within one FAFSA award year. The University determines for each Pell/IASG grant recipient the award year in which the payment period is placed. Students are awarded from the oldest and active aid year first.

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse

50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Students Declining Pell Grant Funds

Students who decide to decline all or a part of a Pell grant disbursement must deliver to the University a signed, written statement clearly indicating they are declining the Pell grant funds for which they are eligible. Furthermore, they must understand those funds may not be available once the FAFSA award year is over. If the University receives a statement indicating such from the student, it will submit any adjustment records for the student to the Common Origination and Disbursement (COD) System. Any University account balance(s) resulting from the return of Pell Grant funding is the responsibility of the student.

Students Returning Pell Grant Funds

Students have the option of returning all or a portion of Pell grant funds they were eligible to receive, as long as this return is taken during the SAME award year. If they choose to do so, they must deliver to the University a signed statement clearly indicating they are returning the Pell grant funds they are eligible for. Furthermore, they understand those funds may not be available once the award year is over. Students must return the funds directly to the University, and the University will return those funds to the Pell

grant account. After doing so, the University must submit the required adjustment records for the students to the COD System. Any University account balance(s) resulting from the return of Pell/IASG Grant funds is the responsibility of the student.

The University does not accept any Pell/IASG grant funds from prior FAFSA award years.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will then contact Federal Student Aid's COD School Relations Center at 800-474-7268. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed.

On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student's Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.

Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. These students are notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher. (Refer to the *Federal Financial Aid Credit Balance Policy* for further information)

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the re-calculation, the student received more Pell/IASG award that the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. re-solves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Financial Aid Counseling Policy

Overview

The Financial Aid Counseling Policy addresses the requirements of the University ensuring initial entrance counseling is completed and students are notified of the requirement to complete exit counseling for each Direct, Graduate/Professional PLUS and Perkins loan borrower.

Policy

Entrance Loan Counseling

Entrance loan counseling, for Direct and Graduate/Professional PLUS loan borrowers, provides comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan.

The University ensures entrance loan counseling is completed for each first-time borrower. Students can submit proof of prior completion or can complete it on iGrad or StudentLoans.gov. The disbursement process prevents a student from receiving funding without completing entrance counseling. The counseling session includes completion of an interactive program that tests the borrower's understanding of the terms and conditions of the loans.

The University ensures an individual with expertise in federal financial aid is reasonably available to answer the borrower's questions regarding those programs.

Online counseling for Direct and Graduate/Professional PLUS borrowers generally provides the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Other terms and conditions
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods (if first disbursement was between 7/1/2012 and 6/30/2014), and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt

Entrance loan counseling for Grad PLUS borrowers also includes information about options to pay interest on a PLUS Loan while the borrower is in school.

The University maintains documentation substantiating the completion of entrance loan counseling for each student borrower.

PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.

Exit Loan Counseling

Federal financial aid recipient students within 2 to 7 credits of completing their pro-gram at the University will receive an electronic notification about the requirement to complete exit loan counseling. In addition, within 30 days of a student's last date of attendance, the University sends a letter with a link to complete NSLDS counseling and the required exit counseling materials. An eLetter is also sent to direct students to NSLDS.

If the student is a Direct Loan borrower at the University and withdraws prior to completing his/her program of study, the University mails exit loan counseling material to the borrower at the last known address and send an email directing the student to the NSLDS website where exit counseling may be completed. The material is sent within 30 days of the University learning the borrower has withdrawn. The University documents the student's file with the date the materials were sent.

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

The University ensures those affected by war, military operations or national emergencies are not disadvantaged because of their status.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect more accurately the financial condition of an affected individual and family The University has the option of using the applicant's original EFC or the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment

procedures established by the Secretary as discussed in the following section

Professional Judgment

To more accurately reflect financial need, the University uses professional judgment on a case-by- case basis for affected individuals The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications (e g , an individual's income increased as a result of serving on active duty)

The University clearly documents the reasons for any adjustment and the facts supporting the decision In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the Univresity accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND

- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed If the University receives the tax information, it will verify the income information of the tax filer(s)

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student With-draws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Re-fer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or

- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Stu-dent Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the Federal Student Aid (FAFSA), Student Aid Report (SAR) or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual in this category

Leave of Absence Policy

Overview

The Leave of Absence (LOA) Policy addresses the temporary inter-ruption in a stu-dent's program of study, when the student is not in attendance at the University. The LOA Policy is applicable to all students enrolled in certificate and degree programs at the Univer-sity. If a student is not actively enrolled in a program, the student is not eligible to apply for an LOA. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for federal financial aid recipients.

Policy

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

A LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must fol-low the University's LOA Policy when re-questing a LOA, by pro-viding (on or before the start date of the LOA) a written, signed, and dated request, including the reason for the LOA, to the finance advisor. All re-quests will be forwarded to Student Financial Ser-vices - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the cam-pus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reason-able amount of time from the student's last date of atten-dance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered unofficially withdrawn and the campus can docu-ment the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is unofficially withdrawn and the campus does not document the reason prior to the calculation being per-formed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial with-drawal (UW) status and the request is not due to unforeseen cir-cumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively with-drawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when deter-mining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class be-cause of the unfore-seen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enroll-ment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the stu-dent returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e. course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates re-quested by the student and may adjust those dates based on ARAs, class schedules, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the Uni-versity LOA Policy when requesting the LOA extension, by pro-viding on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to the finance advisor. All requests must be forwarded to Student Finan-cial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally schedule break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements during an LOA

The University may disburse Pell, IASG, and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must en-sure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the affect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's financial aid package.

Policy

An overaward occurs when a student's financial aid package exceeds financial need or when the total of all awards exceeds the cost of attendance (COA). Over-awards are usually the result of the student receiving financial assistance the University was not aware of when the student was packaged and/or awarded. The overaward becomes an overpayment if the University cannot correct the issue be-fore funds are disbursed to the student.

Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded If the Uni-

versity awards a Pell Grant to an ineligible student, that award becomes an overaward and must be resolved

If the University makes a Pell Grant overpayment for which it is not liable and the student is still enrolled, the University will return the funds on behalf of the student The student's financial aid is repackaged according to eligibility, and the student owes the University, rather than the Department of Education, any Pell grant funds he or she was ineligible to receive

If the student withdraws from the University and the Return to Title IV calculation results in a Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds need or COA, but the IASG by itself does not exceed the stu-dent's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the stu-dent's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or
- grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

Direct Loans

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) estimated financial assistance (EFA) for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either -

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not al-ready done; or
- Reducing or returning one or more disbursements to eliminate the over-award.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this over-award.

Financial Aid Assistance Exceeds Cost of Attendance

The University first attempts to eliminate an overaward by replac-ing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University reduces or cancels any future federal financial aid loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If a return of funds is necessary to eliminate the overaward, funds are returned in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan

If the student becomes ineligible for only part of a Direct Loan or PLUS loan, the University will reduce the loan to eliminate the amount the student is ineligible for. If the student has no loans or if the student's financial assistance still exceeds the student's finan-cial need or COA, the University will proceed to reduce institu-tional grant and/or scholarship aid.

Reminder - The University will adjust the financial aid package to prevent an overaward of campus-based funds.

Conflicting Information and Other Assistance

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive financial assistance it was unaware of for a student. If the financial assis-tance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period of enrollment just completed.

Packaging Policy

Overview

The Packaging Philosophy Policy addresses the University's calcu-lation of student awards based on costs, period of enrollment, and statutory award maximums.

Policy

Prior to determining a student's eligibility for federal financial aid, the University con-firms a valid output document - Institution Stu-dent Information Record (ISIR) - is on file.

The University uses the "Ladder" packaging methodology allow-ing all applicants to be treated in the same manner when awarding funds. The University packages up to the cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Determining Need

The University subtracts the EFC, the Federal Pell Grant and other non-federal financial aid re-sources from the COA to determine remaining need.

Example:

$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 1,400	Scholarship
$7,000	Remaining Need

The order in which financial aid is considered and awarded is as follows:

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant or, alternatively, Iraq and Afghanistan Ser-vicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

Zero EFC Treatment for Children of Soldiers

An otherwise-Pell eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after Sep-tember 11, 2001, may receive increased amounts of federal financial aid if (1) the student was less than 24 years of age when the parent or guardian died; or (2) enrolled at an institution of higher educa-tion at the time of the parent or guardian's death.

The University uses an EFC of zero to package all federal financial aid if the student meeting the previously stated criteria has a Pell-eligible EFC. The zero EFC is only used for packaging purposes. The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treat-ment. This is based on a match with the U.S. Department of Defense file of eligible dependents.

Other Resources

Other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments

- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Grants and Scholarships

Grants and scholarships awarded:
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Scholarships
- State Grants
- Need-Based Institutional Grants

Determining Remaining Need

Self-help aid is awarded to meet remaining need as follows:
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Parent PLUS Loan
- Federal Direct Graduate/Professional PLUS Loan

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct unsubsidized loan amounts they are eligible for, are notified of their maximum unsubsidized loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Estimated Financial Assistance

The University considers need-based aid as well as non-need-based aid as estimated financial assistance (EFA) when packaging financial aid for a student. EFA includes, but is not limited to, the following:
- Federal Pell Grant
- Campus-Based Aid
- State Grants
- Scholarships
- AmeriCorps *
- Fellowships or Assistantships
- Tuition Assistance
- Waivers/Discounts
- Direct Subsidized and Unsubsidized Loans
- Direct Parent and Graduate/Professional PLUS Loans
- Private Loans

Iraq and Afghanistan Service Grants are not considered EFA. Therefore, they are never included in determining if a student's financial assistance exceeds need or COA. Likewise, if a student's other financial assistance exceeds a student's need or cost of attendance, as applicable, the stu-dent's Iraq Afghanistan Service Grant should not be reduced in eliminating the excess. However, and Iraq and Afghanistan Service Grant may be reduced if it alone exceeds a student's COA.

If an IASG recipient becomes eligible for the Federal Pell Grant during the award year, the University will treat the Federal Pell Grant as EFA, and may need to adjust the student's financial aid package.

* The University does not count AmeriCorps benefits as EFA when determining eligibility for a subsidized direct loan; however, the University does include AmeriCorps benefits when determining eligibility for a direct unsubsidized loan.

*If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford

Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes.

Overlapping Academic Years

If a student begins a program at the University prior to the expiration of his/her previous pro-gram's academic year (AY), the University will award all federal financial aid based on the student's remaining eligibility. The federal funds received for the prior AY do not count as EFA when awarding funds for the new program. However, the overlapping AY's funding is based on the remaining loan and grant eligibility, accounting for what the student received in the pro-gram. (Refer to the Transfer Policy and Program Changes Policy for additional information)

Awarding State Grants

If a student is awarded state grant funds and an ISIR has a C-code(s) or is selected for verification, the University does not award the funds until the C-code(s) are resolved and/or verification requirements are met.

Conflicting Information and Other Resources

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive aid it was unaware of for a student. If the aid was received after the period of enrollment ended for a student who is still enrolled or is intending to re-enroll, the University will treat the aid as EFA for the period of enrollment just completed.

Private Loan Policy

Overview

The Private Loans Policy addresses the University's participation in the private loan program. Private loans are available to help students supplement, not supplant, federal financial aid eligibility.

Policy

The University recommends that private loans be considered only after all federal and state financial aid options have been exhausted. Private loans may be available for both students and parents who are not eligible for need-based financial aid or who want to supplement their federal and state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. For debt management purposes, we encourage applicants to first complete the federal financial aid application to determine eligibility for grants and direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Eligibility

Private lenders determine student and/or parent eligibility for private loans. These amounts are limited to the cost of education minus other aid.

Application and Awarding Process

Most private loans are certified by the university to avoid over awarding. Students who apply and receive a private loan on their own must report it to the University as estimated financial aid assistance.   The total amount of assistance received from all sources of funding, including scholar-ships, financial aid, tuition discounts and private loan programs cannot exceed the student's total cost of attendance (COA). Certain private loan products are limited to direct costs less other aid awarded.

Disbursement

Private loans are disbursed via electronic funds transfer directly to the student's tuition account in a single disbursement at either the beginning of the loan period or school certification, which-ever is later. Excess private loan funds are returned to the student upon their request, unless the loan is limited to direct educational costs.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. Students receiving only private loans are eligible for an LOA at the University. (Refer to the Leave of Absence policy for further information on LOA requirements)

Overawards

If the total amount of assistance received from all sources of funding, as indicated above, exceeds the total COA, the University will return funds to the lender based on funds available on the student's tuition account. This is determined by the Overawards Policy as follows: 1) Private Loan, 2) Parent and Graduate/Professional PLUS Loan 3) Direct Unsubsidized Loan 4) Direct Subsidized Loan.

Refunds

If the student is out of attendance greater than 14 consecutive days and no LOA is approved, any excess funds remaining after the Return of Title IV (R2T4) Calculation and/or institutional refund policies are calculated will be returned to the private loan lender.

Self-Certification Form

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of the form. If an enrolled or admitted student requests a self-certification form, the University will provide the written or electronic form the self-certification form developed by the Secretary. The University will continue processing federal financial aid funds and certifying loans in accordance with federal regulations.

Professional Judgement Policy

Overview

The Professional Judgment Policy addresses the University's treatment of a student, on a case-by-case basis, when the student has special circumstances that are not sufficiently addressed by a standard approach. Special circumstances include conditions that differentiate an individual stu-dent from a whole population of students and those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

Policy

The University uses professional judgment on a case-by-case basis. The reason is documented in the student's file as it relates to the student's special circumstances. The University does not ac-cept adjustments made for a student by another school, but reviews the student's circumstances and, if appropriate, documents the professional judgment decision made on the student's behalf. The University's decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education. (For additional information, refer to the Student Parent Eligibility Policy. Refer to the HEREOS Act Policy for information on individuals affected by war, military operations or national emergencies)

Special Circumstances

The purpose of professional judgment adjustments is to allow

schools the ability to accommodate special circumstances; the U.S. Department of Education does not provide detailed information on when the University may make adjustments. Examples include the following:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- unusually high child care costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member, or
- other changes in the family's income, assets or a student's status
- Number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

The University may use professional judgment to increase or decrease one or more of the data elements used to calculate the Expected Family Contribution (EFC). The University may also use professional judgment to adjust the student's cost of attendance (COA). Inconsistent or conflicting information shown on the output document will be resolved before making any adjustments. Use of professional judgment is neither limited to nor required in the situations mentioned above.

The University will **not**

- Modify either the formula or the tables used in the EFC calculation, but may only change values of specific data elements used in the EFC calculation;
- Use professional judgment to waive general student eligibility requirements or to bypass the intent of the law or regulations. For instance, the University will not use professional judgment to change Federal Supplemental Education Opportunity Grant (FSEOG) selection criteria.
- Include post-enrollment activity expenses in the students Cost of Attendance. For example, professional licensing exam fees are not allowable costs.

The University will use fairness during the decision making process and will not adjust data elements used to calculate the student's EFC, recurring costs such as vacation expenses, tithing expenses and standard living expenses related to utilities, credit card expenses, and children's allowances. In reviewing unusual expenses, the University reviews the income protection allowance (IPA) to determine if the expense is already included in the EFC calculation. Students should contact their Finance Advisor for further information.

Program Changes Policy

Overview

The Program Changes policy details the University's treatment and determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Program Changes

Federal regulations require the University to re-evaluate the academic year, loan period and payment periods for a student who

has changed programs while attending the University. A student who changes programs will be required to begin a new academic year (AY), loan period (LP) and payment periods. Academic years for students who change programs at the University will be established based on the credit hours remaining in the student's new program. Federal aid funds awarded will be based on the student's remaining eligibility.

When a student has changed his/her program, the University will perform a Return of Title IV (R2T4) calculation for the applicable payment period of the program the student is transferring out of and update the program's AY/LP/payment periods accordingly. (Please refer to the Return to Title IV Policy for additional information)

Once the Return to Title IV (R2T4) calculation has been completed and all required federal aid funds returned as required, the University will award the student for the new program based on a new AY/LP/payment periods as follows:

Federal Pell Grant Award

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student's annual scheduled Federal Pell Grant award already used.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed in prior program}}{\text{Scheduled award in prior program}} = \text{\% of Scheduled Award used}$$

The University then determines the maximum percentage of the scheduled Federal Pell Grant Award the student may receive in the new program by using the following formula:

100 Percent of Scheduled Award

- Percentage of Scheduled Award used

= Maximum Percentage of Scheduled Pell Award student may receive

When calculating the student's Federal Pell Grant award, the University will also en-sure the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant Example: A student transfers from the AAB program to the BSBA program at the University.

Pell Data from the prior program at the University

Scheduled Pell award	$4,000

Pell Data from the prior program at the University

Pell award kept as a result of the R2T4 calculation	$1,500

The University must now determine the student's remaining Pell eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations by the University

Scheduled Pell award	$4,000
Percentage of Pell award already used in the prior program (Pell award disbursed/ Scheduled Pell award)	$1,500/$4,000 = 37.5%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 37.5% = 62.5%
Student's remaining Federal Pell Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 62.5% = $2,500

The student's remaining Federal Pell Grant eligibility is $2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

Pell Disbursement in the new program at the University

First payment period	$2,000
Second payment period	$500

This Pell example does not account for a student who is eligible for 150% of his/her scheduled Pell award for an award year. The assumption is being made that the payment periods in the new program fall into the same award year as the previous program.

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP and will be limited to the student's remaining annual loan eligibility if the new program is at least an academic year in length or the remaining coursework represents at least one academic year or more than an academic year in length. If the new program is less than an academic year in length or the remaining coursework represents less than an academic year in length, the student's annual loan limit eligibility is the lesser of the remaining annual loan eligibility or the prorated loan eligibility based on credit hours to be

completed in the new program.

Federal Direct Loan Example: A student transfers from the AAB program to the BSBA program at the University. In the BSBA program, the student is a third-year independent undergraduate student with a maximum annual Subsidized Loan eligibility of $5,500 and Unsubsidized Loan eligibility of $7,000

Direct Loan Data from the Prior Program at the University

Subsidized Loan disbursed	$1,688
Unsubsidized Loan disbursed	$2,250

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping academic year in the BSBA program.

Direct Loan Calculations to Determine Remaining Eligibility for New Loan Period in New Program

Remaining Subsidized Loan Eligibility for New Programs LP (Annual Subsidized Loan Limit - Subsidized Loan funds already disbursed)	$5,500 - $1,688 = $3,812
Remaining Unsubsidized Loan Eligibility for New Programs LP (Annual Unsubsidized Loan limit -Unsubsidized Loan funds already disbursed)	$7,000 - $2,250 = $4,750

These remaining loan fund amounts will be disbursed based on the payment periods in the new program's loan period at the University. (Refer to the Disbursements Policy for additional information)

Program Change Effective Date

The program change effective date will be the start date of the first course the student will attend in the new program. This is also known as the program begin date.

Program Version Changes

A student enrolled at the University who changes versions of a program is not a student who is changing programs for federal financial aid purposes. Therefore, the University will not reevaluate payment periods for students changing versions of the same program at the University.

Re-Entry Policy

Overview

The Re-entry Policy addresses how the University will treat students when they withdraw from the University and re-enter the same program within 180 days, or withdraw from the University and re-enter after 180 days or into a different program of study. The 180 day break is determined by counting the days between the student's official last date of attendance (OLDA) and the course start date when the student returns. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Re-entry within 180 days

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn.

The cost of attendance (COA) for a student who re-enters within 180 days will reflect the original educational costs associated with the payment period from which the student withdrew.

The student is immediately eligible to receive all federal financial aid funds returned when the student withdrew. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions
- Disburse federal financial aid the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Cancel any overpayments assessed to the student as a result of the prior withdrawal that were disbursed on re-entry

The student becomes eligible for subsequent federal financial aid payments when the payment period for which he/she was paid is completed.

If the date of a student's return is outside the period for which the loan was originated, the University will extend the original loan period (LP) and originate a new loan. Additionally, if the scheduled date for a second disbursement is outside the period the loan was originated, the University will extend the LP and the date(s) for the second and any subsequent disbursement.

If a student returns to the University within 180 days and before federal financial aid funds are returned due to an R2T4 calculation, the University will not return the funds.

If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

Re-entry Within 180 days and in a New Federal Award Year

If a student re-enters the University within 180 days and was originally enrolled in a payment period that began and was scheduled to end in one federal award year, but returns after the end of that federal award year, the University will disburse any remaining Pell funds using the original federal award year. The University will follow this process as long as the original federal award year is still open. If the original federal award year is closed and the student is due additional Pell funds from the closed federal award year, the University will request the Pell Grant funds through the Common Origination and Disbursement (COD) website.

If the student was originally awarded campus based funds and the funds are no longer available from the original federal award year, the University may award funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus based funds award a student may receive.

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal

award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry after 180 days Or Re-entry into a Different Program

When a student withdraws from the University and re-enters after 180 days have elapsed or re-enters into a different program of study at any time, the University will award the student based on a full academic year/loan period with new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program be-gins before the calendar end date of the previous program's AY, prior funds disbursed will be taken into consideration when packaging the student for the new program. (Refer to the Transfer Policy for additional information)

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal from the University

For students who officially, unofficially, or administratively withdraw from the University, refer to the University's academic Withdrawal Policy. The following is an exception to the withdrawal date and date of determination for federal financial aid purposes only.

Academic Related Activities that Occur During an Institutionally Scheduled Break or Course Extension Period

The University does not recognize any ARA that occurs during an institutionally scheduled break or during a course extension period as attendance for federal financial aid purposes only.

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break/extension period. This date will be used as the withdrawal date for Title IV purposes.

Date of Determination

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 - January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.

- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An *inadvertent overpayment* occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of *Percentage of Federal Financial Aid Earned* includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of

attendance in the payment period. This percentage is determined using the University's rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Calendar Days in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.

- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.

- Bachelor Program Online
  - Last date of attendance is 07/15/20XX
  - Payment Period is 06/07/20xx to 10/24/20xx

Course Schedule:

Course ID	Credits	# of Days in Course	Start Date	End Date	Instructor	Grade
Course #1	3.0	35	06/07/20XX	07/11/20XX	SMITH	W
Course #2	3.0	35	07/12/20XX	08/15/20XX	JONES	
Course #3	3.0	35	08/16/20XX	09/19/20XX	JOHNSON	
Course #4	3.0	35	09/20/20XX	10/24/20XX	BROWN	

The total number of days the student is scheduled to complete (prior to the withdraw-al) is 140. However, because the student received a "W" in course #1, 35 calendar days will be added to the payment period for this unsuccessful course completion which occurred in a course prior to the course the student's last date of

attendance occurs within. Therefore, the new total number of days in the payment period is 175.

Rate of Progression Calculation

$$\frac{39 \text{ (Number of calendar days completed in the payment period)}}{175 \text{ (Total number of calendar days in the payment period)}}$$

The percentage of the payment period completed =22.28%

Days Completed	Total Days	Percentage of Payment Period Completed	Federal Financial Aid Disbursed For the Payment Period	Disbursed Financial Aid Earned*
39	175	22.28%	$12,500	$2,785

Estimate for illustrative purposes only.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Fed-eral Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the en-tire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's ac-count. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus, or as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins loans
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and stu-dent are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or stu-dent for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accu-rate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a dis-charge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of aca-demic attendance or attendance at an academically related activity determined from University attendance records. The date of deter-mination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calcula-tion. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the stu-dent in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid pro-grams. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the comple-tion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the stu-dent for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid pro-grams.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the Uni-versity indicating the student is deceased. Based on this informa-tion and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal finan-cial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible

student is meeting SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)(provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Maximum Timeframe

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure comple-

tion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary pro-gram of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades:
  - A, B, C, D, and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

Evaluation

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

Financial Aid Probation

Students who are granted an appeal will be placed on financial aid

probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid.   Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist.   Examples of unusual circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits success-fully.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements.Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

Maximum Timeframe

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

Transfer Credits - Qualitative

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

Transfer Credits - Quantitative

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

Program Changes

Students who change programs at the University are re-evaluated to determine which credits apply to the new program. The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

Re Enters

If a student withdraws from the University and subsequently re-enters, whether within 180 days or after 180 days, the SAP status at the time of re-entry and for the first payment period upon re-entry will be the SAP status the student had for the most recently completed payment period prior to his/her withdrawal.

Repeat Courses

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

Concurrent Enrollment

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary pro-gram's GPA.

Student Parent Eligibility Policy

Overview

The Student Parent Eligibility Policy addresses student and parent eligibility requirements that must be met prior to awarding federal financial aid.

Policy

The University ensures all students meet all eligibility requirements prior to awarding federal financial aid.

Admission

Prior to a student receiving federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University.

High School Diploma or Equivalent

Students must be qualified to study at the postsecondary level. Refer to the University's catalog for required documents supporting high school completion or its equivalent. For students attending the University, one of the following criteria must be met:

- High school diploma
  - A copy of the student's high school diploma
  - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma
  - General Education Development (GED) certificate
  - California High School Proficiency Examination (CHSPE);
  - HISET Completion Certificate
  - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the stu-dent has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
  - A copy of the "secondary school leaving certificate" or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
  - An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree; or
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and docuemtns the successful completion of a s econdary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: If selected for verification tracking groups V4 or V5 (see Verification Policy for further information), in cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his or her completion of a secondary school education in a foreign country, the University may accept self-certification It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Grant Overpayments

A student is ineligible for federal financial aid if he/she owes an overpayment on a federal student aid grant. If the student owes a grant overpayment, the student may regain eligibility for federal student aid by repaying the grant overpayment or making satisfactory arrangements to repay the grant overpayment.

Loan Limits

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid HEA loan program have been exceeded or has property subject to a judgment lien for a debt owed to the United States. If annual or aggregate loan limits have been exceeded, the student may regain eligibility by repaying the extra amount borrowed or making satisfactory repayment arrangements with the loan holder.

Drug Convictions

Students become ineligible for Title IV federal financial aid if convicted of possession or sale of drugs for any offense that occurred during any academic year/loan period for which the student was receiving federal financial aid funds. Any conviction that was reversed, set aside, or removed from the student's record does not count; nor does a conviction received when the student was a juvenile, unless the student was tried as an adult. If the student was convicted of both selling and possessing illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period.

The University will make available to all students, through consumer information, details regarding the penalties for these types of drug violations.

If University personnel become aware of a student being convicted of any offense involving the possession or sale of illegal drugs, they will report it to Student Financial Services - Operations (SFS-O) to ensure future federal financial aid disbursements are cancelled. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid

Incarcerated Students

The University of Phoenix must ensure that no more than 25% of its regular students are incarcerated. This percentage will be monitored for the latest completed award year.

An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or sentenced to serve only weekends, is not considered to be incarcerated.

Title IV Eligibility for Incarcerated Students

All incarcerated students are

- not eligible for Title IV federal financial aid loans
- eligible for FSEOG

Students incarcerated in federal or state penal institutions are

- not eligible for Pell grants

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are

- not eligible for Pell Grants

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities, and juvenile justice facilities) are

- eligible for Pell grants

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are

- not eligible to receive Pell grants

Cost of Attendance for Incarcerated Students

Cost of Attendance includes an allowance for tuition, course materials fees, books and supplies, if required in the program of study. No other expenses are included. Allowable costs are assessed at the rate designated in the University's Student Financial Aid budgets.

Regaining Title IV Eligibility for Incarcerated Students

The University may accept a written self-certification indicating the student is no longer incarcerated. The student becomes eligible for federal financial aid funds as of the date his or her incarceration has ended.

Citizenship

All students must be a U.S. citizen or national or U.S. permanent resident or other eligible noncitizen to receive federal financial aid. A citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau is eligible to receive federal financial aid under the Federal Pell Grant but is not eligible for Direct loans. Citizens of Palau are also eligible for FSEOG.

If a student needs to provide documentation to confirm his/her citizenship status and the student is unable to present this documentation in person, the University will allow the student to submit a hard copy or electronic image of the original document. Along with the citizenship documentation, the student must provide an affidavit. The affidavit requires two forms of identification and signature from the student.

Secondary Confirmation

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation If the University receives a SAR/ISIR with a secondary confirmation match flag of "P," the DHS will continue to check its records in a process called automated secondary confirmation The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation If the result is not received by that time, the University will begin the paper process of secondary confirmation. Beginning May, 2018, this will become an electronic process and the paper forms will no longer be accepted nor returned.

The University has ten business days after receipt of the documents for immigration status to undergo paper secondary confirmation The University will notify the student of the final decision based on the secondary confirmation results

Default

Any student applying for federal financial aid must not be in default on a loan made under any federal financial aid program or HEA loan program.

Overpayments

A student must not currently owe an overpayment of federal grant

funds or Federal Perkins loan, to be eligible for federal financial aid.

Selective Service

The University requires men who are age 18 through 25 to register with the Selective Service System. Students, who are exempt or waived from this requirement, are asked to provide the University with supporting documentation for review. The review process is documented along with the supporting documentation provided. If, after the review, the student is not clearly exempt or waived from the requirement to register the University will ask the student to provide a Status Information Letter from the Selective Service.

Unusual Enrollment History (UEH)

The University resolves an Institutional Student Information Record (ISIR) that reports a UEH flag prior to awarding a student Title IV funds. The UEH flags are:

- "N" - No resolution is required by the university; the student's enrollment pat-tern is not unusual
- "2" - the University reviews the student's enrollment and financial aid records to determine if, during the four-award year review period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018), the student received a Pell Grant or Direct Loan at the University.
- "3" - the University reviews the student's academic records to determine if the student received academic credit at the University during the three award year period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018). In addition, the University reviews the National Student Loan Data System (NSLDS) to identity all schools where the student received Pell Grant or Direct Loan funding over the past four award years.

The University will determine, for each of the previously attended schools, whether academic credit was earned during the award year the student received Pell Grant and/or Direct loan funds. This determination is based upon academic transcripts al-ready obtained by the University or by asking the student to provide academic transcripts or grade reports.

Students who do not show earned credit for the Pell grant awards and/or Direct loans received in the past four years, and who may have special circumstances, may submit a request through the Professional Judgment (PJ) Team for approval.

Students who do not meet any of the above criteria are immediately not eligible for federal aid.

Approval of Continued Eligibility for UEH

If the students continued eligibility for federal financial aid funds is approved and in order for the student to remain eligible for federal financial aid funds, the student must successfully complete one payment period at the University.

Denial of Continued Eligibility for UEH

If the student did not earn academic credit at one or more of the relevant schools and does not provide acceptable documentation, the University will deny the student any additional federal financial aid funds.

Regaining Eligibility for UEH

The student is required to successfully complete one payment period, earning at least 12 credits, at the University to regain federal financial aid eligibility During this time, the student is required to use an alternate method of payment for tuition and fees Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the academic year, but Pell grants are only awarded going forward/starting with the next payment period

Parental Non Support

Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer a dependent student a Direct unsubsidized loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

- the parent(s) do not provide any financial support and the date the financial support ended,
- the parent(s) will not provide any financial support in the future; and
- the parent(s) refuse to complete the parental section of the FAFSA

The University may accept documentation from a third party (i.e., teacher, counselor, clergy, court, etc.) describing the student's relationship with the parent(s) if the parent(s) will not provide the required verification statement.

Students who are offered the Direct unsubsidized loan without parental data on the FAFSA are only eligible to receive the loan limit based on dependent undergraduate student annual maximums. For example, a first year undergraduate student cannot receive more than $5,500 ($3,500 base plus $2,000). The parent(s) cannot later apply for a PLUS loan, unless, the parents are separated or divorced, in which case, the non-custodial parent can apply for a PLUS loan. If the non-custodial parent is subsequently denied for the PLUS loan, the student's Direct unsubsidized loan eligibility is not increased. The student will not be eligible for any other Title IV financial aid pro-grams.

Dependency Overrides

A student who does not meet the definition of independent may be designated as independent if the University makes a documented determination of independence due to special circumstances. The U.S. Department of Education interprets a special circumstance as one which makes it inappropriate to expect a parental contribution. Examples of special circumstances include inability to locate parents, an abusive family environment, or abandonment by parents. Generally the documentation of special circumstances will come from a third party that knows the student's situation (such as a teacher or member of the clergy), but in cases where this is not available, the University will accept a signed statement from the student detailing the special circumstance.

Professional judgment is not used to change the status of a student from independent to dependent. However, the University may use professional judgment to account for parental support where special circumstances warrant.

Dependency overrides do not carry over from one year to the next. If the student is not independent for some other reason noted on the FAFSA, the University will reaffirm each year that the special circumstance persists and an override is still justified.

PLUS Exceptional Factor

Dependent students whose parents are unable to borrow PLUS loans due to adverse credit or other exceptional circumstances may receive additional Direct unsubsidized loans for the same amount as independent undergraduate students. The PLUS exceptional factor is not a dependency override as parent information is provided on the FAFSA. Examples include:

- The parent is incarcerated.
- The parent's whereabouts are unknown.

- The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.
- The parent's income is limited to public assistance or disability benefits and you have documented that the parent would not be able to repay the PLUS loan.
- The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

Supporting documentation may include, but is not limited to, supporting documentation that corroborates the exceptional circumstances. The University will re-examine and document that exceptional circumstances continue to apply before certifying/originating additional unsubsidized loan amounts for the dependent in a subsequent award year.

Eligibility for Direct and PLUS Loans

A student is eligible to be awarded a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:

- The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
- The student meets the requirements for an eligible student.
- In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has received a determination of Federal Pell Grant eligibility for the loan period the loan is sought.

The annual loan limit for graduate and professional students is $20,500. This amount is limited to Direct Unsubsidized loans only.

In the case of a borrower whose previous loan was cancelled due to total and permanent disability, or discharged after a final determination of total and permanent disability, the borrower

- must obtain certification from a physician that the borrower is able to engage in substantial gainful activity;
- must sign a statement acknowledging the Direct Loan the borrower receives cannot be discharged in the future on the basis of any impairment present when the new loan is made, unless that impairment substantially deteriorates; and
- if the borrower receives a new Direct Loan, other than a Direct Consolidation Loan, with-in three years of the date that any previous Title IV loan was discharged due to a total and permanent disability, the student must resume payment on the old loan before receipt of the new loan.

In the case of a borrower whose prior loan under Title IV federal financial aid was conditionally discharged after an initial determination that the borrower was totally and permanently disabled based on a discharge request received prior to July 1, 2010-

- The suspension of collection activity on the prior loan has been lifted;
- The borrower complies with all requirements;
- The borrower signs a statement acknowledging the loan that has been conditionally discharged prior to a final determination of total and permanent disability cannot be discharged in the future on the basis of any impairment pre-sent when the borrower applied for a total and permanent disability discharge or when the new loan is made, unless that impairment substantially deteriorates; and

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- The borrower signs a statement acknowledging that the suspension of collection activity on the prior loan will be lifted.

A graduate/professional student or parent is eligible to receive a Direct PLUS Loan if the following requirements are met:

- Student completes a current award year Free Application for Federal Student Aid (FAFSA).
- The parent borrower is the student's biological or adoptive mother or father or the student's stepparent if their income and assets are taken into account when calculating the student's EFC
- The parent borrower is borrowing to pay for educational costs of a dependent undergraduate student who meets the requirements for an eligible student.
- The parent borrower provides a social security number for themselves and the student.
- Student or parent borrower meets the requirements pertaining to citizenship and residency.
- Student or parent borrower meets the requirements concerning defaults and overpayments.
- Student or parent borrower is not incarcerated.
- The federal government does not have a judgment lien on the parent's property.
- Complies with the requirements for submission of a Statement of Educational Purpose for the student, except for the completion of a Statement of Selective Service Registration Status.
- Student or parent borrower does not have an adverse credit history.
- Student or parent borrower has an adverse credit history but has obtained an endorser who does not have an adverse credit history; or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist (effective March 29, 2015 - PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Subsequent ISIRs Policy

Overview

The Subsequent ISIRs Policy addresses the University's role in reviewing any Institutional Student Information Record (ISIR) the University receives after awarding a student federal financial aid funds

Policy

The University is required to resolve any discrepancies in federal financial aid related information. Therefore, the University reviews all subsequent Institutional Student Information Record (ISIR) transactions received for a student for the federal processing aid year to identify changes requiring supporting documentation from students.

Subsequent ISIRS

A subsequent ISIR is an ISIR received when a student or other institution changes information after the University has awarded the student federal financial aid funds. The University is required to review any data element change made by the student or other institution which may affect eligibility for federal financial aid or the amount and type of federal financial aid awarded. The University will not make further disbursements of federal financial aid funds until the changes made to a subsequent ISIR are confirmed and/or corrected.

If a subsequent ISIR is received after verification is completed, the University will collect documentation to support the change or correct the ISIR back to the verified information. The University does not accept changes based on marital status updates.

The University will not disburse federal financial aid until all conflicting information has been resolved, even if the conflict concerns a previous award year. The findings are documented in the student's file.

If a subsequent ISIR is received with changes to C Flags and comment codes or the EFC, the University will review and collect the required documents. If a subsequent ISIR is received because the National Student Loan Data System (NSLDS) has provided new or updated information to the University, the NSLDS history is reviewed to determine if changes are needed to existing awards. This information may include indications a student has gone into default or owes an overpayment. It may also indicate a student has resolved a default and is now eligible for federal financial aid funds.

Once the subsequent ISIR is reviewed and eligibility to receive federal financial aid is determined, if necessary, the student will be sent a revised award letter reflecting any changes.

If, after reviewing the subsequent ISIR, it is determined the student is ineligible for federal financial aid, the student is notified via a letter of ineligibility.

Transfer Policy Overview

The Transfer policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

External transfers

Students who transfer to the University with or without accepted credits and who have overlapping academic years (AY's) with a prior school are referred to as external transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the prior school's AY. If the prior school's AY length is less than 30 weeks, the University contacts the prior school to confirm the dates are correct or requests the school correct the dates in common origination and disbursement (COD).

Advancing Programs

Students who graduate from one program at the University and begin another program at the University are students who are advancing programs.

Awarding Federal Aid

In both scenarios listed above, the University will award all federal financial aid (Federal Pell Grant, FSEOG, and Direct Loans) based on a full academic year in the new program at the University. (Refer to the Federal Pell Grant/IASG Policy, Direct Loan Policy, and Campus Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

Students who transfer to the University or advance programs after receiving a Federal Pell Grant at a previous school or in the previous program during the same award year may receive a Federal Pell Grant only if:

1. The student submits a valid SAR to the University; or

2. The University obtains a valid ISIR

A student cannot receive more than his or her scheduled Pell award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student's remaining eligibility, the University uses the following formula:

Pell disbursed at prior school/program = % of Scheduled Award used

The University then subtracts the percentage of scheduled award used from 100 to calculate the maximum percentage of the scheduled award the student may receive at the University. The University determines the Federal Pell Grant Award the student is eligible for by using the following formula:

Maximum % of Scheduled Award Remaining x Scheduled Award at University = Maximum Pell Award

When calculating the student's Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the PPs in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled annual award.

Pell Example: A student received a portion of a Federal Pell Grant at a community college, then transferred to the University during the same federal award year. The community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Federal Pell Grant award.

Pell Data from the Community College

Scheduled Pell award	$3,000
Pell award disbursed	$1,500
Amount of Pell funds returned due to R2T4 calculation	$300

Pell Data from the Community College

Net amount of Pell funds disbursed to student	$1,200

The University's cost of attendance is higher than the community college, which increases the student's scheduled Federal Pell Grant to $4,000 for the federal award year. The University must now determine the student's remaining Federal Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations to Determine Remaining Pell Eligibility

Scheduled Pell Award at the University	$4,000
Percentage of Pell award already used (Net Pell disbursed divided by Scheduled Pell award at prior school)	$1,200 divided by $3,000 = 40%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 40% = 60%
Student's remaining Federal Pell Grant Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 60% = $2,400

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Pell Disbursements at the University

First payment period	$2,000
Second payment period	$400

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP. The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school or in the previous program are considered. If the bal-

ance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements (Refer to the Disbursements Policy for additional information). Direct Loan Example: A student received a portion of a Direct Loan at a community college, then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first year, independent undergraduate student with maximum annual Subsidized Loan eligibility of $3,500 and Unsubsidized Loan eligibility of $6,000.

Direct Loan Data from the Community College

Subsidized Loan originally disbursed	$1,750
Subsidized Loan funds returned due to R2T4 calculation	$0
Net Subsidized Loan funds disbursed	$1,750
Unsubsidized Loan originally disbursed	$3,000
Unsubsidized Loan funds returned due to R2T4 calculation	$1,000
Net Unsubsidized Loan funds disbursed	$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the new AY/LP.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan Eligibility (Annual Subsidized Loan Limit - Net Subsidized Loan funds disbursed)	$3,500 - $1,750 = $1,750
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Net Unsubsidized Loan funds disbursed)	$6,000 - $2,000 = $4,000

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification Policy

Overview

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The ISIR or SAR document received from the CPS will indicate whether the student's application is selected for verification. Once the CPS has selected a student, the University verifies all required stu-dent information.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College

- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Students not selected by the CPS or who are exempt from verification, but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the stu-dent's application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are re-viewed and retained as part of the student financial aid file.

Acceptable Documentation V1 and V5

The University is considered to have verified the following verifiable items if selected students retrieved and transferred their income tax return information using the IRS Data Retrieval Process:

- Adjusted gross income
- Federal income taxes paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions
- Tax exempt interest income

Under certain conditions, students, spouses and/or parents will need to submit their IRS Tax Return Transcript for the specified tax year. These conditions are as follows:

- If a student, spouse, or parent has not successfully transferred information from the IRS
- Information included on the FAFSA using the IRS Data Retrieval was subsequently changed
- When a married independent student and spouse filed separate tax returns
- When the parents of a dependent student filed separate tax returns
- When a student or parent had a change in marital status after the end of the specified tax year on December 31
- When the student, parent, or spouse filed an amended tax return

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Individual Unable to Obtain IRS Transcript

If an individual is selected for verification but is unable to obtain a transcript from the IRS, on an exception basis the University will accept a signed copy of the relevant 2016 IRS tax return that was filed with the IRS.

Victims of Identity Theft

Tax filers who have been victims of identity theft are unable to obtain tax information using the IRS data retrieval tool and are unable to receive an IRS tax transcript until the matter is resolved by the IRS. In these instances, the University may accept an alternate transcript known as The Tax Return DataBase View (TRDBV) requested by the tax filer from the IRS as well as a signed and dated statement from the victim stating he/she was a victim of tax-related identity theft and the IRS is aware of this. If a victim is

unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), or any other IRS tax transcript(s) that include all of the income and tax information required to be verified OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that include the change(s) made by the IRS, in addition to one of the items mentioned above.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

Other Tax Returns

If the tax filer filed a tax return with Puerto Rico, the U.S. Virgin Islands, American Sa-moa, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a copy of a transcript of the tax filer containing their tax information, as long as the transcript is available at no charge from that jurisdiction's taxing authority. A signed copy of a filed tax return that was filed with the taxing authority is only acceptable if the tax filer is unable to obtain a free copy of a transcript.

If the student, spouse, and/or parent is a resident of the Republic of the Marshall Is-lands, the Republic of Palau, or the Federated States of Micronesia, the University will accept a copy of the individual's Wage and Tax Statement from each employer that provided such a statement and a signed statement identifying all of the individual's income and taxes for the tax year.

If the filer filed a tax return with a foreign country, the University accepts signed copies of that tax return or other documentation. The income and tax information is converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubisdized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

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If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University must accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension, or
- A signed statement by a self-employed individual certifying the amount of the AGI and U.S. income tax paid for the specified tax year
- If applicable, a copy of the IRS's approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for the tax year, and
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017;

Note: If the University receives the transcript, it must reverify the AGI and taxes paid. However, the University may not delay verifying a student's FAFSA in-formation until the tax return is received if the student provides the above documentation.

If the individual has requested a transcript that lists tax account information for the specified tax year and the IRS, a government of a U.S. territory or commonwealth or a foreign central government cannot provide or locate a transcript, the University must accept the following:

- A copy of IRS Form W-2 for each source of employment income received for the specified tax year
- A signed statement by a self-employed individual or an individual that has filed an income tax return with a government of a U.S. territory or commonwealth or a foreign central government certifying the amount of AGI and taxes paid

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. If a W-2 is not available, the University may accept a signed statement explaining the reason the W-2 form is not available as well as the amount earned and the source of income. In addition, the statement must certify confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

The U.S. Department of Education does not require the University to have special knowledge or expertise regarding the U.S. tax code. However, if a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe student was required to file a U.S. tax return, this constitutes conflicting information and must be resolved. The University will require the applicant to submit a "Verification of Non-filing Letter" from the IRS indicating the tax filer did not file an IRS income tax return for the tax year being verified.

Number in Household

The University will accept a signed statement by the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member and the relation-ship of that household member to the student.

Number in College

The University will accept a signed statement from the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the 2018/2019 award year and the name of the educational institution must be listed.

If the University has reason to believe the signed statement is inaccurate, the University will obtain a statement from each institution listed stating the household member in question is, or will be, attending on at least a half-time basis. If the institution the applicant is attending determines such a statement is not available because the house hold member in question has not registered at the institution he or she plans to attend; or the institution has information indicating the house-hold member in question will be attending the same institution as the student, a statement is not required.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

High school diploma-

- A copy of the student's high school diploma;
- A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or

Recognized equivalent of a high school diploma-

- General Educational Development (GED) Certificate
- California High School Proficiency Examination (CHSPE) Certificate
- HiSET Completion Certificate
- Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
- A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
- An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: In cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his/her

completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational pur-pose/identity:

- An unexpired, valid government-issued photo identification, such as a driver's license or pass-port
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
  - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information un-less the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, any Pell funds disbursed prior to selection will be returned by the University on the student's behalf.

Completing Verification

When the University has obtained all necessary verification documents from the stu-dent, the documentation is compared to the ISIR/SAR record. If the verification pro-cess shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.

If the University has reason to believe a student is trying to avoid completing verification requirements and/or suspects potential fraud, the University will investigate the reasons of the stu-dent and not award federal financial aid funds for the payment period. If resolution cannot be reached, the student will lose eligibility for funds within that award year. In addition, based on the outcome of the University's investigation, any credit information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG).

If a student was selected for Verification Group V1 and does not complete verification, and the University disbursed unsubsidized or PLUS loans to the student/parent, the unsubsidized and PLUS loan aid that was disbursed may be kept.

Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any neces-sary corrections, which must be made by the applicable federal deadlines.

Interim Disbursements

The University will not make any interim disbursements during the verification process.

Change in Marital Status

The University will not update a student's dependency status based on a change in marital status. However, if the student can provide documentation showing support of the spouse or others of more than 50%, those persons may be included in the student's household size.

Using a Joint Tax Transcript to Determine Individual AGI and Taxes Paid

If the filer of a joint return has become widowed, divorced, or sepa-rated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- Applicable Federal tax year transcripts,
- W-2 Forms, and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The university will confirm or update the AGI and income based on the documentation submitted and use the proportional distribu-tion method to determine taxes paid.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application infor-mation is incorrect, the University will resolve such discrepancies before disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the Univer-sity will reconcile the conflicting information and require the stu-dent to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name

- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

The University completes the verification process before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Pell award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or if a selected transaction has a CPS transaction pro-cess date that is after the date the student was withdrawn from the University.

Verification Timelines

The University will require Pell, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken as required based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student in writing of verification requirements and time-lines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation

- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed time-lines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

The University administers crossover payment periods in a way that best benefits the students. If a student is selected for verification in one award year and the payment period crosses over into another award year in which the student is not selected for verification, the University will first request verification documents from the oldest award year. If the student does not complete verification within the required verification deadlines, and the subsequent award year in the crossover period is not selected for verification, the University will use the subsequent award year to award federal financial aid funds.

Additionally, if the student is selected for verification for both award years and only documents for the subsequent award year are submitted, the University will proceed with verifying and awarding based on the subsequent award year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for the verification process still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after ceasing to be enrolled at the University

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- the spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the stu-dent's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an effected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

• For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly, and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified

• The University will waive the requirement of a signed parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student's parents was available to provide the statement.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities.
American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in School of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for School of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student ecampus website at: http://ecampus.phoenix.edu.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

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STUDENT CODE OF CONDUCT
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The University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity

2. Title IX and Violence Against Women Act Policy

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation t o abide by the Student Code of Conduct. Conduct on or off campus which is determined to impair, interfere with, or obstruct the opportunities of others to learn, or which disrupts the mission, processes, or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.

2. Harassment/discrimination that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking.

4. Stalking (not otherwise specified in number 3 above) or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.

5. Disruptive behavior that hinders or interferes with the educational process.

6. Failure to promptly comply with any reasonable directive from faculty or University officials.

7. Failure to cooperate in a University investigation.

8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.

10. Failure to maintain confidentiality and respect for the privacy of personal or professional information communicated about clients, one's employer, other students, or their employers.

11. Falsification, alteration, or invention of information, including, but not limited to, any third party document used to apply for financial aid or lying during a University investigation.

12. Violation of the policy on Acceptable Computer Use for Faculty and Student.

13. Hazing (any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

14. Violation of federal, state, or local laws or regulations that impacts the University's educational environment.

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and approval with an Office of Dispute Management Senior Manager, Director, or Vice President.

2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.

a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.

a. Designated University Official Definition:

i. Academic Violations - representative from the student's college;

ii. Behavioral Violations - Director of Grievances and Appeals

iii. Record Violations - Registrar or designee from the Registrar's Office

b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension).

4. Processing Student Response -

a. A student response admitting guilt will be sent to the desig-

nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or

2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. Plagiarism - Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or

d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's work.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgment of that source. Fabrication includes citing sources that the student has not actually used or consulted.

4. Unauthorized assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise or the completion of an academic exercise by someone other than the student. This includes, but is not limited to, providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

5. Misrepresentation - Falsely representing the student's situation to faculty; for example when justifying an absence or the need for an incomplete grade or requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

6. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

a. For more information, refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies. Students may also access the University's Copyright Infringement and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.

An alleged violation of the Student Code of Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough and impartial review process.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking will be forwarded to the University's Title IX Coordinator, Camie Pratt, Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investigation Procedures and Protocols.

a. Interim and protective measures - refer to Title IX/VAWA Policy - 3.5 Interim and Protective Measures (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf)

2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing

a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the Respondent will be provided. Note: A Warning Letter is not appealable.

3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).

a. Failure of a respondent to respond to the Charging Letter will result in suspension from the University following completion of the current course if the respondent is actively attending classes and is not subject to immediate suspension.

4. Processing Respondent Response -

a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.

i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and / or present written witness statements for inclusion in the Title IX Case Packet.

ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint,

NOTE: If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator, or Deputy Coordinator).

iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM).

iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one representative of the college. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.

v. The Title IX Committee will use the preponderance of the

evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation

viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the complainant and/or respondent, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

a. Parties are able to present evidence for the committee's review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee's deliberations, the Case Packets are destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

c. Any decision which affects a Respondent's enrollment or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC).

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:

a. A procedural error occurred,

b. New information exists that would substantially change the outcome of the finding, or

c. The sanction is disproportionate with the violation

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the

School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, School of Nursing.

The School of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. American Nurses Association (ANA) Code of Ethics for Nurses
The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: http://www.nursingworld.org/codeofethics

3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: https://www.ncsbn.org/nurse-practice-act.htm

4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: http://www.nursingworld.org/principles

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct

or Professional Standards.

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Humanities and Sciences Counseling and Human Services Programs

Candidates in College of Humanities and Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Humanities and Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Humanities and Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.

7. The candidate values human diversity and shows respect for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or

counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of assignments.

12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.

10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.

12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the

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Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.

2. The administrator candidate values and is committed to life-long learning for self and others.

3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.

4. The administrator candidate is committed to establishing a safe and supportive learning environment.

5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.

6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

8. The administrator candidate believes in involving stakeholders in order to work toward common goals.

9. The administrator candidate values and is committed to timely communication to inform the community and public.

10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.

11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.

12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.

13. The administrator candidate believes that risks must be taken to improve schools.

14. The administrator candidate believes and is committed to continual school improvement.

15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the academic catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Camie Pratt, Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in the academic catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in the academic catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in the academic catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in the academic catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in the academic catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in the academic catalog.

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as pos-

sible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

4. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN).

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ACADEMIC POLICIES

Academic Advisement

All students are provided an assigned Academic Counselor from the start of their first class until after graduation to collaborate with on the development of their individualized academic plans, assist with educational milestones, and maintain a commitment to earn a degree. Academic Counselors ensure that students have the information they need to make informed decisions and educate students regarding the requirements, policies, and procedures of their academic program. Additional services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Guidance on degree completion progress and options may also be discussed with an Academic Counselor at any time throughout the student's degree program.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student's Enrollment/Disclosure Agreement defines the student's curriculum and degree requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class .

The Enrollment/Disclosure Agreement must be signed within 90 days of Admission Application or Program Change Addendum.

A Social Security Number is required to be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification Form if the student prefers to have the Social Security Number omitted from the student's education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Admission Statuses

There are thirteen types of admission statuses at the University of Phoenix representing a student's standing: Applicant, Orientation Pending, Admitted with Condition, En-Route Credential, Admitted, Deferred Admission, Graduate Provisional, Applicant International Credentials, Non-Degree, Denied for Cause, Denied Admission, Admission Deadline Exceeded, and Re-Entry. Applicants to certain degree programs are permitted to begin their course of study under Applicant, Applicant with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Applicant (RR) Status

Students qualify for Applicant status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant status.

Orientation Pending (OP) Status

Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Admitted with Condition (AC) Status

Undergraduate degree applicants participating in a university sponsored trial period will be granted Admitted with Condition admission status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on Admitted with Condition (AC) admission status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted

En-route Credential (EC) Status

Students who are pursuing an en-route credential on the way to earning a higher level degree program will be placed on En-route Credential (EC) admission status for the lower level program being earned en-route. Student's admissibility as a regular student will be enforced and maintained under the degree program of pursuit associated with the student's enrollment agreement.

Admitted (AM) Status

The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant's admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file.

Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified for Admission) student academic status.

Applicant International Credentials (RI) Status

Students using copies of international academic credentials qualify for Applicant International Credentials status upon completion of the application for admission and payment of the application fee (if applicable). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant International Credentials status.

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause (DC) Status

Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed on Denied for Cause status (DC) and will be administratively withdrawn from the university.

Denied Admission (DN) Status

Applicants who do not meet the minimum requirements for admission to a program will be placed on denied admission status and be administratively withdrawn from the university.

Admission Deadline Exceeded (DE) Status

Students who are unable to attain admitted status by the completion of their fourth university course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the University.

Re-entry Required (RE) Status

Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for the amount of time designate by the re-entry policy will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

DA status results when provisionally-admitted students fail to achieve the minimum-required grade point average (GPA) at the conclusion of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and   may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)

AD results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

SD status results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript. Students placed on SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

SS status occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the allocated period of time for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

EX status occurs when a student is administratively withdrawn from the University and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP)

Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)

Student is withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)

Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)

Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)

Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
- 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Enrollment Status

The University recognizes the following enrollment statuses:
Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.

Enrollment Status	Code	Definition
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in his/her program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

On-Camera Conduct Policy

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited, to children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the respective policies.

Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C−	= 1.67
A−	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D−	=.67
B−	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade.

- The student's final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

- Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

IP = IN PROGRESS An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA).

- A new IX course completion date must be determined by the Disability Services Advisor.

- Students who are approved for reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67

Grade	Quality Points	Grade	Quality Points
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

A course which is repeated or replaced with equivalent coursework will no longer be applicable for credit, the course will not be calculated into the grade point average, and the most recent course will be applied and calculated in its place.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and

transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Office of Admissions and Records.

Grade Disputes and Grade Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance to academic policies, whose decision is final, unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to the student being degree conferred.

Program and Modality Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

Graduation Application and Credential Conferral

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic

and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a graduation application in order to be considered for official credential conferral.

Following credential conferral, the University will issue one diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a program grade point average of 3.85 or higher will graduate with "Honors". The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held by the majority of campuses.

Students who have met all of the requirements and completed a degree program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet

the requirements as outlined below.
- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate students- successful completion of all but 6 credits
  - Bachelor's and Master's students- successful completion of all but 9 credits
  - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

Degree seeking students who meet the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

All Bachelors level students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years

Program	Years for Completion
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student's program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

- A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

Re-entry students who return to the same program version will have a new program completion deadline calculated if that program version is still active and available for new enrollments and is the most current version in the student's state or jurisdiction. Re-entry students who return to a program that is not accepting new enrollments and/or is not the most current version available in their state or jurisdiction will be held to their original program completion deadline.

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered Non-degree students and will be enrolled under the Non-degree (ND) admission status.. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency.
Non-Degree courses are divided into the following categories:
- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an Extension program code for a College or non-credit bearing courses that are part of a program code from the School of Continuing Education.

Enrollment of international students into non-degree courses in

any of the three categories will only be made as permitted by U.S. law. University of Phoenix will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Registrants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the registrant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, Non-Degree students must meet the following academic preparedness requirements:(E1, E3)

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.(E4)
  - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement. (E5)
- Students who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the enrollment paperwork.
  - Have been granted asylum or refugee status
  - Have a valid F1 Visa
- Students who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
  - have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
  - have been completed with a grade of "C" or better or comparable passing benchmark
  - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from University of Phoenix or other institutions.

Non-Degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree student who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits towards an undergraduate degree required course of study completed after admission into the degree program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Humanities and Sciences Individual Counseling Non-Degree Courses

Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Health Professions, School of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN transfer partner institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Partnership Transfer Pathway Guides.

RN-BSN Transfer Partner Institution CEP's

RN-BSN Pathway Partnership CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP

courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

School of Advanced Studies Individual Doctoral Non-Degree Courses

Non-Degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and regis-

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tration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall

class management.

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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION
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Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **PhoenixLink™**Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™is where you'll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University's alumni mentor database.
- View career planning and development resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest®and Twitter®online communities.

- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni/events
- **Phoenix Focus** - Be in the know with Phoenix Focus, your alumni magazine, featuring alumni profiles, career advice and in-depth articles to inspire you. Read the latest edition of Phoenix Focus at alumni.phoenix.edu/pf.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to alumni@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the eCampus portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
800.795.2586
E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
instagram.com/uopxalumni
linkd.in/uopxalumni
pinterest.com/uopx
twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and
- All other program specific admission requirements must be met.

An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-

pletion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after

their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements

Phoenix Success Series Categories	Credits	Course Selection
Psychology	3	PSY 110
College level research and writing	6	ENG 100 ENG 200
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201 .... 3 credits
Foundations for University Success
PSY 110 ~ .... 3 credits
Psychology of Learning
ENG 100 ~.. 3 credits
Critical Reading and Composition
HUM 115 ~ .... 3 credits
Critical Thinking in Everyday Life
FP 100 ~.. 3 credits
Everyday Economics and Finance
ENG 200 ~.. 3 credits
Research and Rhetoric

- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-year Sequence.
  - Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195 .... 3 credits
Foundations of University Studies
COM 170 ~.. 3 credits
Elements of University Composition and Communication I
COM 172 ~.. 3 credits

Elements of University Composition and Communication II
HUM 114 ~ .... 3 credits
Critical Thinking and Creative Problem Solving
PSY 211 ~ .... 3 credits
Essentials of Psychology
SCI 163 ~.. 3 credits
Elements of Health and Wellness
FP 120 ~.. 3 credits
Essentials of Personal Finance

- SOC 110 is an optional course that may be taken prior to the completion of the First-Year Sequence. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, First-Year Sequence course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - National Testing Programs
  - ACE evaluated Military credits.
- Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information for their program after the applicable required course of study. Students requesting course waivers must have formal written requests submitted to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses requested to be waived, the courses to be transferred into the required course of study, and the university where the transfer courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Humanities and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communication, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills. This

background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is taken to satisfy graduation requirements, the courses taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

General Education Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain knowledge, skills and abilities within the various general education categories. Therefore, students
should be able to demonstrate the following learning outcomes by the time they complete their general education requirements:

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.
- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

Liberal Arts Components

The curriculum within the General Education Program is comprised of traditional liberal arts categories. The required number of credits in each category varies by program and may be found within the program specific requirements.The General Education categories and curriculum ensure that students are exposed to a breadth of content essential to a baccalaureate experience, and the categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program
Course work in Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program
Course work in English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program
Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic.

The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program
Course work in social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program
Course work in social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program
Course work in humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credits requirements vary by program
Course work in fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program
Course work in science/technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software

engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary, credit requirements vary by program

To fulfill this requirement, students may select additional general education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix offers Prior Learning Assessment (PLA) as an option by which students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and Experiential Learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcripted for academic college-level credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List.

University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University's Colleges, Schools, or the Provost's Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.

With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays.

Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

Corporate Partnerships- Credit Recommendation Guide

The University will endeavor to create Corporate Partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG).

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established cor-

porate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment.html.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Program Length

Associate Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 90 to 104 weeks, Health Services Administration - 90 to 108 weeks, Humanities & Sciences - 93 to 109 weeks, Information Systems & Technology - 90 to 114 weeks, Business - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 206 to 220 weeks, Health Services Administration - 200 to 204 weeks, Nursing - 202 to 215 weeks, Humanities & Sciences - 200 to 225 weeks, Information Systems & Technology - 200 to 207 weeks, Business - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specialty coursework in criminal justice services. Students will receive core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections then advance to emphasis courses within the broad domains of criminal justice.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will exhibit critical thinking and problem solving skills as they apply to criminal justice settings.
- Students will demonstrate a competency in communication and collaboration within diverse populations throughout the criminal justice profession.
- Students will apply information literacy and utilization relevant to the criminal justice profession.
- Students will gain a global perspective of ethics and cultural diversity aspects within the broad domain of the criminal justice structure.
- Students will demonstrate the application of quantitative and qualitative research methods to collect and analyze data, expressing the relationship between research, theory, and practice in the criminal justice profession.

Preferred Sequence and Prerequisites for the BSCJA - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 241 ~ .... 3 credits
Introduction to Police Theory and Practices

CJS 251 ~ .... 3 credits
Introduction to Criminal Court Systems

CJS 255 ~ .... 3 credits
Introduction to Corrections

CJS 211 ~ .... 3 credits
Ethics in Criminal Justice

CJS 221 ~ .... 3 credits
Cultural Diversity in Criminal Justice

CJS 231 ~ .... 3 credits
Criminology

CJS 245 ~ .... 3 credits
Juvenile Justice Systems and Processes

CJA 305 ~ .... 3 credits
Criminal Law

CJA 315 ~ .... 3 credits
Criminal Procedure

CJA 325 ~ .... 3 credits
Criminal Organizations

CJA 335 ~ .... 3 credits
Research Statistics

CJA 345 ~ .... 3 credits
Research Methods and Evaluation

CJA 355 ~ .... 3 credits
Grant Writing

CJA 365 ~ .... 3 credits
Budget, Finance, and Planning

CJA 375 ~ .... 3 credits
Interagency Communication

CJA 385 ~ .... 3 credits
Criminal Justice Policy Analysis & Program Evaluation

Upper Division Criminal Justice Electives, 18 credits

Students must take the following:

CJA 484 ~ .... 3 credits
Criminal Justice Administration Capstone

Students may satisfy the 18 credit Upper Division Criminal Justice Electives using the courses below and their respective equivalencies, including students earning an Associate of Arts in Criminal Justice en-route. Students earning a certificate en-route will fulfill the 18 credit

Upper Division Criminal Justice Electives using the certificate coursework.

Students choose five of the following:

BCC 395 ~ ....3 credits
Contemporary Issues and Futures in Cybercrimes

BCC 400 ~ ....3 credits
Information Systems Fundamentals

BCC 401 ~ ....3 credits
Cybercrimes in the 21st Century

BCC 402 ~ ....3 credits
Cybercrime and Role of Law Enforcement Security Personnel

BCC 403 ~ ....3 credits
Global Technology and Cybercrime

BSS 395 ~ ....3 credits
Contemporary Issues and Futures in Security

BSS 480 ~ ....3 credits
Risk Management Perception and Communication

BSS 481 ~ ....3 credits
Counterterrorism Intelligence and Analysis

BSS 482 ~ ....3 credits
Securing Critical Infrastructure and Cyberspace

BSS 483 ~ ....3 credits
World View of Homeland Security

CJA 395 ~ ....3 credits
Current Issues/Futures in Criminal Justice Management

CJA 444 ~ ....3 credits
Organizational Behavior and Management

CJA 454 ~ ....3 credits
Criminal Justice Management Theory and Practice

CJA 474 ~ ....3 credits
Managing Criminal Justice Personnel

CJA 475 ~ ....3 credits
Forecasting and Strategic Planning

CJHS 395 ~ ....3 credits
Issues and Futures in Human Services in Criminal Justice

CJHS 400 ~ ....3 credits
Theory and Practice: Human Services in Criminal Justice

CJHS 410 ~ ....3 credits
Mental Health and Crisis Interventions in Criminal Justice

CJHS 420 ~ ....3 credits
Case Management and Services Provided in Criminal Justice

CJHS 430 ~ ....3 credits
Collaborative Services in Criminal Justice

The University reserves the right to modify the required course of study.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.

- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSCJA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and an upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts in Criminal Justice
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 48 credits
  - Upper Division Criminal Justice Electives - 18 credits
  - Electives - 9 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSCJA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive a maximum of 12 lower division credits from the required course of study.

Students earning a Criminal Justice Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 15 upper division credits that can be waived in the BSCJA required course of study by meeting the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students earning a Criminal Justice Certificate en-route must use the certificate coursework to fulfill the 18 credit Upper Division Criminal Justice Electives requirement.

Students not earning an additional credential or earning an Associate of Arts in Criminal Justice en-route may satisfy the18 credit Upper Division Criminal Justice Electives requirement through the following means:

- Choose from a selection of University of Phoenix Upper Division Criminal Justice courses, which must include CJA 484.

- Upper Division Criminal Justice transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better or comparable passing benchmark for nontraditional credits.

The following course in the Required Course of Study may not be waived: CJA 385, CJA 484

General Education Requirements for the BSCJA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 9 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSCJA for Students Obtaining an Associates En-Route Credential

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Effective for Enrollment Agreements sign 6/1/2016 or later, must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Must include: CJS 215

Humanities, 6 credits

Must include: GEN 201

Pathway B must include: 3 credits in critical thinking

Social Science, 9 credits

Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Must include: CJS 235
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 3 credits
Must include: CJS 205

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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SCHOOL OF BUSINESS
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We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

The Bachelor of Science in Business
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The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.

- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
  - Finance
  - Marketing
  - Information Systems
  - Research Methodologies
  - Economics
  - Business Law
  - Management
  - Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ .... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ .... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ .... 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ .... 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ .... 3 credits
Principles of Accounting I

ACC 291 ~ .... 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ .... 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ .... 3 credits
Principles of Microeconomics

ECO 372 ~ .... 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ .... 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ ....3 credits
Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Financial Planning Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Small Business Management and Entrepreneurship Certificate
  - Project Management Certificate
  - Human Resource Management Certificate
  - General Management Certificate
  - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
  - General Education - 45 credits
  - Required Course of Study (BSB) - 39 credits
  - Upper Division Business/Management Electives - 18 credits
  - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective

course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Requirement, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Previously completed Graduate UOPX Business/Management coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date .
- The following course(s) may not be waived: BUS 475

MBA Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~... 3 credits
Business Law

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross- functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Management, 12 total credits

MGT 312 ~..3 credits
Organizational Behavior for Managers
HRM 300 ~ ....3 credits
Fundamentals of Human Resource Management
LDR 300 ~..3 credits
Innovative Leadership
MGT 426 ~..3 credits
Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~ ....3 credits
Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~..3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~..3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~..3 credits
Marketing

Finance, 3 total credits

FIN 419 ~..3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ ....3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
  - Associate of Arts Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSM) - 36 credits
  - Electives - 39 credits
- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: 3 credits of upper division Humanities coursework

The preferred course is PHL 320

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Must include: 3 credits of upper division Social Science coursework

The preferred course is SOC 315

Additional Liberal Arts, 6 credits

Must include: GEN 201

Interdisciplinary Component, 9 credits

Pathway B must include: 3 credits in economics

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of nine (9) upper division credits from their required course of study.

Students may also waive three (3) lower division credits from the required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division University of Phoenix coursework.
- Previously completed UOPX graduate coursework.
- Upper or lower division Certificate approved in the student's state or jurisdiction.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer and was completed.

The following course(s) and their equivalents may not be waived: MGT 498

MBA Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their elective credits which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~... 3 credits
Business Law

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

California Students:

**The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam Specific coursework in ethics study must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.
- Students will apply financial accounting principles to record and communicate measureable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ ....3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ ....3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ ....3 credits
Principles of Accounting I
ACC 291 ~ ....3 credits
Principles of Accounting II
ACC 295 ~ ....3 credits
Principles of Accounting I for Accountants
ACC 296 ~ ....3 credits
Principles of Accounting II for Accountants

Management, 6 total credits

PHL 320 ~ ....3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ ....3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ ....3 credits
Principles of Microeconomics
ECO 372 ~ ....3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Strategy, 3 total credits

BUS 475 ~.. 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~... 3 credits
Cost Accounting
ACC 350 ~... 3 credits
Cost Accounting for Accountants

Intermediate Accounting, 9 total credits

ACC 421 ~... 3 credits
Intermediate Financial Accounting I
ACC 422 ~... 3 credits
Intermediate Financial Accounting II
ACC 423 ~... 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:

ACC 455 ~... 3 credits
Corporate Taxation
ACC 456 ~... 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~... 3 credits
Government and Non-Profit Accounting
ACC 466 ~... 3 credits
Advanced Accounting

Auditing, 6 total credits

ACC 491 ~... 3 credits
Contemporary Auditing I
ACC 492 ~... 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~... 3 credits
Advanced Topics in Accounting Research
ACC 498 ~... 3 credits
Advanced Topics in Accounting Research Capstone
The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 66 credits
  - Electives - 9 credits

- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSACC

- Students in this program may waive a maximum of 30 credits from their required course of study.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475, ACC 498

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will assess the historical foundations of communication in order to forecast trends in contemporary society.
- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~ .... 3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~ .... 3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~ .... 3 credits
Foundations of Mass Communication

BSCOM 410 ~ .... 3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ .... 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~ .... 3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~ .... 3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~ .... 3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~ .... 3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~ .... 3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~ .... 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~ .... 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~ .... 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 39 credits
  - Upper Division Communication Electives - 18 credits
  - Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework
• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BS/COM

• Students in this program may waive a maximum of 12 credits from their required course of study.
• The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:
  • Upper Division UOPX Communication coursework.
  • Previously completed Graduate UOPX Communication coursework.
  • Upper Division Certificate approved in the student's state or jurisdiction.
  • Upper Division or Graduate Communication transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.
• The following courses in the Required Course of Study may not be waived: BSCOM 485

Re-entry for the BS/COM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, network and cloud infrastructure, database design and integration, cybersecurity, programming and other supporting IT principles. The program provides the opportunity to specialize through the selection of coursework and/or University of Phoenix certificates, aligned to industry certifications, to support IT career goals.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Business Information Systems: Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Network and Cloud Infrastructure: Students will be able to design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation.
- Database Design and Integration: Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Cybersecurity: Students will be able to implement cybersecurity solutions that comply with global governance best practices.
- Programming: Students will be able to demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Core Topics, 6 total credits

CIS 207 ~ *Pre-requisite applies to Pathway B only* .... 3 credits
Information Systems Fundamentals
CMGT 410 ~ .... 3 credits
Project Planning & Implementation

Business Systems, 9 total credits

BSA 375 ~... 3 credits
Fundamentals of Business Systems Development
DAT 380 ~... 3 credits
Advanced Database Architecture
DAT 390 ~... 3 credits
Database Integration with Other Systems

Networking, 6 total credits

CYB 205 ~ .... 3 credits
Infrastructure Administration
NTC 362 ~... 3 credits
Fundamentals of Networking

Data Management, 6 total credits

DAT 210 ~... 3 credits
Data Programming Languages
DAT 305 ~... 3 credits
Data Structures for Problem Solving

Cybersecurity, 9 total credits

CYB 100 ~ ....3 credits
Cyber Domain
CYB 110 ~ ....3 credits
Foundations of Security
CMGT 400 ~ ....3 credits
Intro to Information Assurance & Security

Programming, 6 total credits

CYB 130 ~ ....3 credits
Object-Oriented Scripting Language
PRG 211 ~ ....3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits

BSA 425 ~ ....3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSIT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
- Associate of Arts Concentration in Information Technology
- Advanced Networking Certificate (Undergraduate)
- Advanced Cyber Security Certificate (Undergraduate)
- Advanced Software Developer Certificate (Undergraduate)
- Advanced Virtualization Administration Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following program requirements:
- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement
- Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.
  Students utilizing this policy will need to meet the following conditions:
  - Satisfy Pathway A entry course sequence (GEN/201), unless otherwise stated in policy.
  - Satisfy the MTH/220 General Education requirement.
  - Complete a minimum of 18 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.

- Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT 009 program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 42 credits
  - Required Course of Study - 45 credits
  - Upper Division Information Systems and Technology Electives - 18 credits
  - Electives - 15 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- Students in this program may waive a maximum of 21 credits from their required course of study.
- The 18 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper Division or Graduate IS&T UOPX coursework.
  - Previously completed Graduate coursework from the College of IS&T.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better.
  - Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
  - Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
  - Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

COLLEGE OF HEALTH PROFESSIONS

University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Health Services Administration

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will be able to analyze a health care organization from a market-based perspective.
- Learners will be able to analyze financial issues in the health care industry.
- Learners will be able to explain the application of risk and quality management concepts in the health care industry.
- Learners will be able to analyze the utilization and application of technology within a health care organization.
- Learners will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ .... 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ .... 3 credits
Business Communication Skills for Health Care Professionals

HCS 235 ~ .... 3 credits
Health Care Delivery in the U. S.

HCIS 140 ~ .... 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ .... 3 credits
Health Care Professional Development

HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility

HCS 325 ~ .... 3 credits
Health Care Management

HCS 370 ~ .... 3 credits
Organizational Behavior

HCS 341 ~ .... 3 credits
Human Resources in Health Care

HCS 380 ~ .... 3 credits
Health Care Accounting

HCS 385 ~ .... 3 credits
Health Care Finance

HCS 490 ~ .... 3 credits
Health Care Consumer - Trends and Marketing

HCS 457 ~ .... 3 credits
Public and Community Health

HCS 483 ~...3 credits

Health Care Information Systems

HCS 451 ~...3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~...3 credits

Health Care Research Utilization

HCS 499 ~...3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The School of Health Service Administration recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~...3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~...3 credits

Facility Planning

HCS 455 ~...3 credits

Health Care Policy: The Past and the Future

HCS 456 ~...3 credits

Risk Management

HCS 475 ~...3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~ ....3 credits

Project Planning and Implementation in Health Care

BSA 376 ~ ....3 credits

Systems Analysis and Design

NTC 361 ~ ....3 credits

Network and Telecommunications Concepts

DBM 381~ ....3 credits

Database Concepts

HCIS 420 ~ ....3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~ ....3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~ ....3 credits

The Management of Retail Health Clinics

RHM 430 ~ ....3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~ ....3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~ ....3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~ ....3 credits

Introduction to Lifespan Management

LSM 412 ~ ....3 credits

Management within the Lifespan Industry

LSM 417 ~ ....3 credits

Regulations in Lifespan Management

LSM 423 ~ ....3 credits

Financial Strategies for Lifespan Management

LSM 429 ~ ....3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Long Term Care Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSHA

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSHA) - 51 credits
  - Upper Division Health Administration Electives - 15 credits
  - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may

be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 .... 3 credits

Systems Thinking in health care environments

MHA 507 .... 3 credits

Leveraging informatics in the health sector

MHA 508 .... 3 credits

Navigating the regulatory environment in health care

MHA 542 .... 3 credits

Leading with authenticity in the health sector

MHA 560 .... 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.
  The 24 general education credits must consist of:
  - 6 credits in Communication Arts
  - 3 credits in Humanities
  - 6 credits in Social Science
  - 3 credits in Science/Technology
  - 3 credits in Physical/Biological Science
  - 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  - HCS 499 Health Care Strategy Capstone

- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

This program is a post-licensure nursing program designed for nurses with current RN licensure who wish to obtain a bachelor's of science degree in nursing. The program is designed to expand knowledge in the areas of nursing science evidence and theory in order to apply current evidence-based knowledge to increase quality of patient outcomes and health systems. The program targets relevant content to align with many industry standards, which permits graduates to be influential leaders within the nursing profession.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302 ....3 credits
Professional Contemporary Nursing Role and Practice

NSG 416 ~ ....3 credits
Theoretical Development and Conceptual Frameworks

HSN 376 ~ ....3 credits
Health Information Technology for Nursing

NSG 451 ~ ....3 credits
Professional Nursing Leadership Perspectives

NSG 456 ~ ....3 credits
Research Outcomes Management for the Practicing Nurse

NSG 426 ~ ....3 credits
Integrity in Practice: Ethic and Legal Considerations

HSN 476 ~ ....3 credits
Healthcare Policy and Financial Management

*NSG 486 ~ ....3 credits
Public Health: Health Promotion and Disease Prevention

*NSG 482 ~ ....3 credits
Promoting Healthy Communities

NSG 468 ~ ....3 credits
Influencing Quality within Healthcare

NSG 498 ~ ....3 credits
Senior Leadership Practicum

Students residing in California who have a California nursing license are required to take NSG 486CA and NSG 482CA:

NSG 486CA ~ ....3 credits
Public Health: Health Promotion and Disease Prevention

NSG 482CA ~ ....3 credits
Promoting Healthy Communities

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- Completion of a nursing diploma; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Partnership Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Partnership Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Partnership Transfer Guide. Prior to enrolling into the BSN program applicants must:
  - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  - Meet all other BSN admission requirements.

Degree Requirements for the BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 47 credits
  - Required Course of Study - 33 credits
  - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN
- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.

- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in all nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
- Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program cannot waive any courses in their required course of study.

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
ENG/220, equivalent or higher
Mathematics, 6 credits
Must include 6 credits of statistics or higher.
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 11 credits
Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN

Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.
Physical Education activity credits are limited to four (4) credits.
Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner (California)

The following Bachelor of Science in Nursing Partner (BSN) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.
- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.

- Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Preferred Sequence and Prerequisites for the BSN

The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

Students residing in California who have a California nursing license are required to take NUR 405CA and NUR 408CA.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

The following courses will be taken at University of Phoenix:

HSN 302 .... 3 credits
Undergraduate Nursing Studies
NSG 391 ~... 3 credits
Professional Nursing Practice
NUR 440CC ~ .... 3 credits
Health Assessment and Promotion for Vulnerable Populations
Upper Division Non-Nursing Elective .... 6 credits
NUR 443CC ~ .... 3 credits
Evidence-Based Nursing Research and Practice
NUR 405CA ~ .... 4 credits
Healthy Communities: Theory and Practice
NUR 408CA ~ .... 4 credits
Epidemiology: Global and Public Health
NUR 492CC ~ .... 4 credits
Senior Practicum: Leadership and Management

The following courses will be waived with coursework from the partner institution:

HCS 350 .... 3 credits
Health Care Communication
HCS 438 .... 3 credits
Statistical Applications
HCS 478 .... 3 credits
Health Law and Ethics
HCS 482 .... 3 credits
Health Care Informatics
NUR 403.. 3 credits
Theories and Models of Nursing Practice
NUR 427.. 3 credits
Health and Chronic Disease Management
Lower Division Nursing Elective .... 24 credits

The University reserves the right to modify the required course of

study.
Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Candidacy Status for the BSN

The College of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR/405CC. Review for Level 2 Candidacy will be based on the following items:

- Documentation of a valid, unrestricted, unencumbered RN license.
- Completion of all general education credits.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN Partner program will take NUR 443CC as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.
- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in specific nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken

the following steps:
- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CA, NUR 405CC, NUR 408CA, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Must include COMM 215, equivalent or higher.

Must include an oral communication course and a written communication course.

Mathematics, 6 credits

Effective for enrollment agreements signed 6/1/2016 or later, must include 6 credits of statistics or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Must include 3 credits of psychology and 3 credits of sociology or anthropology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a pro-gram applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:
- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and

- All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official

translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law.   University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:

  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  -or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University

  -or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  -or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies

- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
-

Program Length

The anticipated "normal time" to complete a master level program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 71 to 92 weeks, Health Services Administration (single degree) - 87 to 102 weeks, Health Services Administration (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Humanities & Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Humanities & Sciences (Counseling) - 132 to 179 weeks, Information Systems & Technology - 84 weeks, Business - 84 to 102 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-humanities-and-sciences/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msc-mfct.

Program Purpose

This program meets the California Marriage Family and Child Therapy educational requirements for registration with the Board of Behavioral Sciences (BBS) as an MFT intern. Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the MFT licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and eliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

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- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502..0 credits
Graduate Portfolio I

CCMH 510 ~ ....3 credits
Multi-Cultural Issues in Mental Health Counseling

CCMH 504 ~ ....3 credits
Individual and Family Development Across the Life Span

CCMH 506 ~ ....3 credits
Personality Theories and Counseling Models

MFCC 551CA ~ ....3 credits
Legal and Ethical Issues in Marriage and Family Therapy

CCMH 551 ~ ....3 credits
Individual Counseling

CCMH 525 ~ ....3 credits
Research Methods for Mental Health Counselors

CCMH 535 ~ ....3 credits
Psychometrics

CCMH 544 ~ ....3 credits
Introduction to Clinical Assessment

CCMH 548 ~ .... 3 credit
Psychopathology: Advanced Clinical Assessment

CNSL 556 ~ ....0 credits
Portfolio II

MFCC 556 ~ ....3 credits
Family Systems Theory

MFCC 561 ~ ....3 credits
Family Interventions

CCMH 568 ~ ....3 credits
Group Counseling

CCMH 521 ~ ....3 credits
Psychopharmacology/Biological Basis of Behavior

CCMH 561 ~ ....3 credits
Dependency and Addictions

MFCC 591O ~ ....0 credits
Orientation To Practicum in Marriage and Family Counseling

MFCC 537 ~ ....3 credits
Child and Adolescent Counseling

CCMH 540 ~ ....3 credits
Career and Vocational Counseling

MFCC 567 ~ ....3 credits
Seminar in Marriage and Family Counseling

MFCC 591 ~ ....3 credits
Pre-Practicum in Marriage and Family Counseling

MFCC 599A ~ ....3 credits
Practicum in Marriage and Family Counseling A

MFCC 599B ~..3 credits
Practicum in Marriage and Family Counseling B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Humanities and Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 591, MFCC 599A, MFCC 599B

Re-entry for the MSC/MFCT

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class.

If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

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SCHOOL OF BUSINESS

We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:

- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515..3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521..3 credits
Management
HRM 531 ~ ....3 credits
Human Capital Management
LDR 531 ~...3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~ ....3 credits
Accounting
FIN 571 ~ ....3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~ ....3 credits
Operations Management
QNT 561 ~..3 credits
Applied Business Research & Statistics

Integrative Business Capstone, 3 total credits

STR 581 ~..3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 36 credits
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA
- MGT 521 must be the first course taken.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- The following courses may not be waived: MGT 521, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Business Administration (Certificate Track)

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515 .... 3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management

LDR 531 ~..3 credits
Organizational Leadership
Business Environment, 6 total credits
LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics
Business Functional Areas, 9 total credits
ACC 561 ~ ....3 credits
Accounting
FIN 571 ~..3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing
Business Technical Skills, 6 total credits
OPS 571 ~ ....3 credits
Operations Management
QNT 561 ~..3 credits
Applied Business Research & Statistics
Integrative Business Capstone, 3 total credits
STR 581 ~...3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Accounting Concentration

Students in the Master of Business Administration Concentration in Accounting (Certificate Track) will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The program is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-accc.

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC/541-Accounting Theory & Research).

Foundational Coursework:
ACC 541 ~ ....3 credits
Accounting Theory & Research
Graduate Accounting Electives (Select 3):
ACC 542 ~ ....3 credits
Accounting Information Systems

ACC 543 ~ ....3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~ ....3 credits
Internal Control Systems
ACC 545 ~ ....3 credits
Financial Reporting
ACC 546 ~ ....3 credits
Auditing
ACC 547 ~ ....3 credits
Taxation
ACC 548 ~ ....3 credits
Not-for-Profit & Government Accounting
ACC 556 ~ ....3 credits
Forensic Accounting
ETH 557 ~ ....3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University's Accounting Concentration.

California Students:

The Master of Business Administration with a concentration in Accounting (MBA/ACCC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.

Human Resource Management Concentration

The Master of Business Administration Concentration in Human Resource Management (Certificate Track) program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrmc.

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework (3 of which must include HRM/595-Human Resource Capstone Course).

Graduate Human Resource Management Electives (Select 3):

HRM 546 ~.. 3 credits
Human Resource Law

HRM 558 ~.. 3 credits
Research in Human Resource Management

HRM 548 ~.. 3 credits
Recruitment and Retention Practices

HRM 552 ~.. 3 credits
Organizational Training and Development

Foundational Coursework:

HRM 595 ~.. 3 credits
Human Resource Capstone Course

Marketing Concentration

Students in the Master of Business Administration Concentration in Marketing (Certificate Track) program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The program is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mktc.

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT/593-Product Design and Development Course).

Graduate Marketing Electives (Select 3):

MKT 544 ~ .... 3 credits
Integrated Marketing Communications

MKT 554 ~ .... 3 credits
Consumer Behavior

MKT 552 ~ .... 3 credits
Technology Applications and e-Marketing

MKT 562 ~ .... 3 credits
Advanced International Marketing

Foundational Coursework:

MKT 593 ~ .... 3 credits
Product Design and Development

Project Management Concentration

Students in the Master of Business Administration Concentration in Project Management (Certificate Track) program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project®software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc.

MBA students may earn a concentration in Project Management

(PM) by completing at least 15 credit hours of coursework in Project Management.

Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

PM 571 ~ .... 3 credits
Project Management

PM 582 ~ .... 3 credits
Project Leadership

PM 584 ~ .... 3 credits
Project Risk Management

PM 586 ~ .... 3 credits
Project Quality Management

PM 598 ~ .... 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

General Information for the MBA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:
- Completion of a minimum of 48-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:

- Successful completion of all courses outlined in the enrollment agreement for the certificate.
- Achievement of the minimum program GPA.
- Fulfillment of the minimum University residency requirement.

Master Degree Program and Concentration	En-Route Certificate
Master of Business Administration Concentration in Accounting	Graduate Accounting Certificate (CERT/G-ACC)
Master of Business Administration Concentration in Human Resource Management	Graduate Human Resource Management Certificate (CERT/G-HRM)
Master of Business Administration Concentration in Marketing	Graduate Marketing Certificate (CERT/G-MKT)
Master of Business Administration Concentration in Project Management	Graduate Project Management (G-PM)

- Students can only earn one certificate en-route to completing the graduate program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Business Administration

Academic Progression Requirements for the MBA

- The Program Requirement in Management must be completed first.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 023 program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: ACC 541, HRM 595, MGT 521, MKT 593, PM 598, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Management

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The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful leadership and entrepreneurship practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive leadership, entrepreneurship and management industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate the implications of change and its impact on diverse stakeholders within the organization.
- Students will apply key skills to synchronize human and material resources within a dynamic organization.
- Students will apply key skills to function as change leaders to advance organizational goals.
- Students will apply appropriate leadership theories, models, and tools for solving complex organizational problems.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 9 total credits

BUS 511 .... 3 credits
Managing the Business Environment
BUS 502 .... 3 credits
The External Factors that Impact Business
BUS 503 .... 3 credits
Accounting and Financial Decision Making
Entrepreneurial Leadership, 3 total credits
ENT 527 ~ .... 3 credits
Opportunity Assessment and Innovation
Communications, 3 total credits
COM 539 ~ .... 3 credits
Communications: Selling and Customer Engagement

Leadership, 3 total credits
LDR 535 .... 3 credits
Leading Change
Strategic Marketing, 3 total credits
MKT 575 ~ .... 3 credits
Marketing Strategy
Research, 3 total credits
DAT 565 ~ .... 3 credits
Data Analysis and Business Analytics
Business Law, 3 total credits
LAW 531 ~ .... 3 credits
Business Law
Technology, 3 total credits
ENT 586 ~ .... 3 credits
Informational Technology for Entrepreneurs and Leaders
Budgetary Finance, 3 total credits
FIN 575 ~ .... 3 credits
Project Budget and Finance
Management, 3 total credits
MGT 521 .... 3 credits
Management
Entrepreneurial Project, 3 total credits
ENT 588 ~ .... 3 credits
Innovation and Design: Capstone Project
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

- Completion of a minimum of 39 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Management

Academic Progression for the MM

- Students must complete the following three Master of Management (MM) foundational courses before proceeding into any additional coursework for the program: BUS 502, BUS 503, BUS 511

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

• Successful completion of the three foundational courses (BUS 511, BUS 502, and BUS 503) or equivalents.

• Undergraduate degree in Business, Management or Accounting completed within 10 years from current program enrollment agreement sign date.

• Graduate degree in Business.

• At least 30 credits in undergraduate, graduate and/or doctoral level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Only the three foundational courses can be waived, no other required course of study courses can be waived.

Re-entry for the MM

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

• Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Master of Information Systems
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The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student is exposed to key information systems technologies and real world use cases to understand the development and management of business systems within and across organizations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mis.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and plan for the development of an information system to address the needs of an organization.
- Students will be able to create the plans required for key roles, resources, operational metrics and risk responses needed to implement and maintain information systems within an organization.
- Students will be able to develop methods and tools for communication to facilitate the satisfactory completion of processes required to manage IT resources.
- Students will be able to generate the vision, direction and strategic purpose for the creation of an information systems project.
- Students will be able to construct a plan to verify that the regulations, compliance and security issues within an organization are addressed.
- Students will be able to explain and develop an effective IT project plan meeting professional standards.

MIS Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Systems Technology, 12 total credits

CMGT 554.. 3 credits
IT Infrastructure
CMGT 555 ~ .... 3 credits
Systems Analysis and Development
CMGT 556 ~ .... 3 credits
Enterprise Models
CMGT 557 ~ .... 3 credits
Emerging Technologies & Issues

Information Systems Management, 12 total credits

CMGT 575 ~ .... 3 credits
CIS Project Management
CMGT 578 ~ .... 3 credits
CIS Strategic Planning
CMGT 582 ~ .... 3 credits
Security & Ethics
CMGT 583 ~ .... 3 credits
IS Integration

Graduate Electives, 18 total credits

The University reserves the right to modify the required course of study.

En-Route Credentials for the MIS

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate Business Analytics Certificate
- Graduate Cyber Security Certificate

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Admission Requirements for the MIS

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Degree Requirements for the MIS

- Completion of a minimum of 42 credits that include the following distribution:
  - Required Course of Study - 24 credits
  - Graduate Electives - 18 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Information Systems

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 24 credits in the program, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The 18 credit Graduate Electives requirement may be satisfied by any of the following means:

- Any pre-determined 3-credit Graduate UOPX courses.
- Any previously completed Graduate coursework from UOPX.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Graduate Certificate approved in the student's state or jurisdiction.

Students earning a certificate en-route to completing the graduate degree may waive a maximum of 6 credits within the certificate program in addition to the 9 credits that can be waived in the MIS required course of study by meeting the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Re-entry for the MIS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF HEALTH PROFESSIONS
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University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

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School of Health Services Administration
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As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

Master of Health Administration
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The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.

MHA Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ .... 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ .... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Transformation and Execution, 6 total credits

MHA 598 ~..3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~..3 credits
Capstone: Leading the Organization Through Change

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Health Administration Concentration in Education

The following Master of Health Administration Concentration in Education (MHA/ED) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, "health" is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically- rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Health Professions Education is designed for health care professionals who are interested in pursuing or advancing a career in an academic institution and/or corporate setting in the health sector. Learners are provided with a foundation in educational theory and practice. Students may choose to focus on traditional faculty accountabilities and/or corporate training responsibilities within health care organizations for design and dissemination of curricula. Topics include adult learning theory, curriculum development, assessment and evaluation, and best practice in instruction in diverse settings.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-ed.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.

- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will critique teaching and learning strategies related to andragogy and those strategies' applicability in health care organizations and academic settings.
- Learners will evaluate the effectiveness of different types of curricular offerings across diverse health care organizations and educational settings.
- Learners will create a curricular framework that includes the specifics of program mission and objectives, course content, and assessment mechanisms.

MHA/ED Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ .... 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ .... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Education Concentration, 9 total credits

HPE 540 ~ .... 3 credits
Teaching and Learning in Health Professions Education
HPE 544 ~ .... 3 credits
Curriculum Development in Health Professions Contexts
HPE 549 ~ .... 3 credits
Evaluation and Assessment Methodologies

Transformation and Execution, 6 total credits

MHA 598 ~..3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~..3 credits
Capstone: Leading the Organization Through Change

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/ED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/ED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA/ED

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/ED

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: HPE 540, HPE 544, HPE 549, MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/ED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Health Administration Concentration in Gerontology

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The following Master of Health Administration Concentration in Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, "health" is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically- rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Gerontology for Health Administrators addresses the diverse needs of aging populations, focusing on the existing systems and emerging policy and social initiatives that inform the care continuum for these individuals now and in the future. Content includes exploration and critique of the environments and facilities that provide resources to aging populations, an entrepreneurial perspective on how to shape the industry in a way that is aging-centric, and strategies for improving health outcomes for these populations with an acute awareness of the complexity of existing cultural, economic, and legal factors.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-ger.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will distinguish concepts foundational to gerontology that support the diverse health needs of older adults across the care continuum.
- Learners will appraise, from an administrative perspective, the resources available to older adults to determine these resources' efficacy in supporting the aging process.
- Learners will assess diverse gerontology-focused organizations to identify entrepreneurial/intrapreneurial opportunities to improve health outcomes of older adults.

MHA/GER Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ .... 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ .... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Gerontology Concentration, 9 total credits

GHA 548 ~ .... 3 credits
Foundations of Gerontology for Health Administrators
GHA 551 ~ .... 3 credits
Biological and Psychological Aspects of Aging
GHA 557 ~ .... 3 credits
Social and Cultural Aspects of Aging

Transformation and Execution, 6 total credits

MHA 598 ~...3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~...3 credits
Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/GER

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/GER

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: GHA 548, GHA 551, GHA 557, MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/GER

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Health Administration Concentration in Informatics

The following Master of Health Administration Concentration in Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, "health" is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically- rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Health Care Informatics presents informatics as the strategic acquisition, interpretation and utilization of data to lead organizations in the health sector. The focus of the program is on informatics as an evolving and interdisciplinary field related to the sourcing, compiling and synthesis of data across the health sector. Topics include staffing to meet an organization's informatics needs, assessing the interoperability of systems, effectively sourcing data from repositories within and outside the organization, and presenting data in health organization contexts. Also presented are emerging best practices administrators need to successfully address quality, safety, and cost of care, and lead data-driven initiatives that place the patient/consumer at the center of care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-inf.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will analyze informatics in health administration contexts to inform strategic data sourcing and decision-making.
- Learners will distinguish the ways in which data are utilized across diverse health information systems.
- Learners will critique health information system implementation and interaction across the health sector.

MHA/INF Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 9 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ .... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Informatics Concentration, 9 total credits

HINF 500 ~ .... 3 credits
Informatics for Health Administration
HINF 520 ~ .... 3 credits
Data Management and Design in Health Administration
HINF 510 ~ .... 3 credits
The Systems Life Cycle

Transformation and Execution, 6 total credits

MHA 598 ~ .... 3 credits
Leveraging Results To Build Brand In The Health Sector

MHA 599 ~...3 credits
Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/INF

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/INF

- Completion of a minimum of 42 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: HINF 500, HINF 520, HINF 510, MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/INF

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Health Administration Concentration in Sustainability Management

The following Master of Health Administration Concentration in Sustainability Management (MHA/SUS) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, "health" is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically- rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Sustainability Management for Health Care prepares learners to lead at the intersection of the environmental, social and economic domains of the health sector. The program is designed to help leaders and aspiring leaders cultivate environmental, economic, and social sensitivities to address the footprint of the health care industry. Content includes strategies to successfully navigate resource and supply chain use in health care contexts, engagement with the community regarding the health and well-being of current and future generations, as well as the implications of sustainability initiatives and the "triple bottom line" in the health sector.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-sus.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will evaluate the intersection of environment, community, and economy that serves as a foundation for managing sustainability in health care.
- Learners will evaluate, from a health administration perspective, regulatory mechanisms and agencies that influence or monitor sustainability in health sector contexts.
- Learners will evaluate data and outcomes to create effective strategies for leading sustainability efforts in diverse health care organizations.

MHA/SUS Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ .... 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Sustainability Concentration, 9 total credits

SMH 591 ~ .... 3 credits
Creating a Sustainable Health Care Organization
SMH 593 ~ .... 3 credits
The Economics of Health Care Sustainability
SMH 596 ~ .... 3 credits
Issues in Environmental Sustainability

Transformation and Execution, 6 total credits

MHA 598 ~..3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~..3 credits
Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/SUS

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/SUS

• Completion of a minimum of 42 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA/SUS

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

• CERT/G-HCP - MHA 508
• CERT/G-HCS - MHA 560
• CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/SUS

• Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: SMH 591, SMH 593, SMH 596, MHA 542, MHA 599
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/SUS

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.

- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 ....3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ....3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ....3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ....3 credits
Human Resources Management
NSG 567 ....3 credits
Financial Resources Management in Health Care
NSG 516AD ~ ....3 credits
Practicum I
NSG 517AD ~ ....3 credits
Practicum II
Graduate Elective Requirement...6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure

- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM
- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM
- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified

(NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .... 3 credits
Theory-Based Nursing Practice
NUR 403 .... 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391 .... 3 credits
Professional Nursing Practice
NUR 440 .... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443 .... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~ .... 3 credits
Contemporary Nursing Practice
NSG 512 ~ .... 3 credits
Nursing Research
NSG 513 ~ .... 3 credits
Inter-professional Leadership and Management
NSG 514 ~ .... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ~ .... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ~ .... 3 credits
Continuous Quality Monitoring and Outcomes Improvement

NSG 547 ~ .... 3 credits
Human Resources Management
NSG 567 ~ .... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~ .... 3 credits
Practicum I
NSG 517AD ~ .... 3 credits
Practicum II
Graduate Elective Requirement .... 6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - -Be a legal resident of Canada
  - -Be a landed immigrant
  - -Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.

- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511...3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ....3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ ....3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ....3 credits
Program and Course Development
NSG 532 ....3 credits
Innovative Curriculum Design
NSG 533 ....3 credits
Educational Assessment and Evaluation
NSG 534 ....3 credits
Facilitating Engaged Learning
NSG 516ED ~...3 credits
Practicum I
NSG 517ED ~...3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED
- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.

- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416..3 credits
Theoretical Development and Conceptual Frameworks
NSG 415..3 credits
Theory-Based Nursing Practice
NUR 403..3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451..3 credits
Professional Nursing Leadership Perspectives
NSG 397..3 credits
Professional Nursing Role
NUR 391..3 credits
Professional Nursing Practice
NUR 440..3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456..3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455..3 credits
Evidence-Based Practice and Statistics
NUR 443..3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416..3 credits
Theoretical Development and Conceptual Frameworks
NSG 451..3 credits
Professional Nursing Leadership Perspectives
NSG 456..3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~ ....3 credits
Contemporary Nursing Practice
NSG 512 ~ ....3 credits
Nursing Research
NSG 513 ~ ....3 credits
Inter-professional Leadership and Management
NSG 514 ~ ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ~ ....3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ ....3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ~ ....3 credits
Program and Course Development
NSG 532 ~ ....3 credits
Innovative Curriculum Design
NSG 533 ~ ....3 credits
Educational Assessment and Evaluation
NSG 534 ~ ....3 credits
Facilitating Engaged Learning
NSG 516ED ~..3 credits
Practicum I
NSG 517ED ~..3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED
- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED
- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

COLLEGE OF EDUCATION (San Diego)

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Master of Arts in Education/Administration and Supervision (Non-Licensure) (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM2) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program provides a masters degree, non-licensure, for alternative path California approved principal licensed individuals. The program enhances the California Administrative standards by addressing knowledge, skills and dispositions to be successful school leaders who can apply theory to practice. This program encompasses instructional leadership, organizational management, technology management and date-driven decision-making. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm2.

Program Purpose

The Master of Arts in Education/Administration and Supervision (non-licensure track) is a graduate degree program intended for CA licensed principals to further expand their education in leadership and theory in education administration. Candidates for this program must have a bachelor's degree and a CA principal license. This program does not prepare students for any type of professional certification or licensure as a teacher, principal or administrator.

Preferred Sequence for the MAED/ADM2

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

ADMIN 500...0 credits
Orientation to Administration and Supervision

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Action Research and Evaluation, 4 total credits

EDD 581..4 credits
Action Research and Evaluation

Administrative Internship/Practicum, 3 total credits

ADMIN 594A .... 1 credit
Administrative Practicum Part I: Instructional Leadership
ADMIN 594B ~.. 1 credit
Administrative Practicum Part II: Organizational Management
ADMIN 594C ~ .... 1 credit
Principal Practicum Part III: Prof Perspectives & Ref Prac

Introduction to the Principalship, 12 total credits

ADMIN 518...3 credits
Leadership and Collaborative Processes
ADMIN 570...3 credits
Equity, Diversity, and Access in Education
ADMIN 555...3 credits
School Policy and Law for Principals

ADMIN 575 ....3 credits
Family, Community and Media Relations

Functions and Strategies, 15 total credits

ADMIN 524 ....3 credits
Supervision of Curriculum, Instruction and Assessment
ADMIN 528 ....3 credits
Administration of Special Programs
ADMIN 535 ....3 credits
Business and Facilities Management
ADMIN 560 ....3 credits
Human Resources Leadership and Management
ADMIN 565 ....3 credits
School Improvement Processes

Administrative Elective, 3 total credits

AET 560 ....3 credits
Facilitating Change
AET 562 ....3 credits
Social Media for Professional Learning
CUR 550..3 credits
Engaging in Communities of Practice
CUR 555..3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/ADM2

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Must be a California resident and have completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, and hold a CA Preliminary Administrator Service Credential or a California Administrative Service Certificate of Eligibility, in addition to their undergraduate degree.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Current negative TB test, or other approved TB clearance documentation.

Degree Requirements for the MAED/ADM2

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Administration and Supervision

Minimum Grade Requirement for the MAED/ADM2

- Candidates must earn a "B" or better in all internship courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation proceing the course and/or internship: ADMIN 594A, ADMIN 594B, ADMIN 594C
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be scholastically suspended and permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM2

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 12 graduate level credits at the University.
- Students in this program may waive a maximum of 26 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program. The Principal Internship/Practicum experiences for CA residents have been satisfied through practicum/clinical experiences completed prior to receiving their license. CA residents will waive the following courses in this program: ADMIN 500, ADMIN 518, ADMIN 524, ADMIN 535, ADMIN 565, ADMIN 575, ADMIN 594A, ADMIN 594B, ADMIN 594C, CUR 555, EDD 581
- The following courses in the Required Course of Study may not be waived: ADMIN 528, ADMIN 555, ADMIN 560, ADMIN 570, COM 516

Internship/Practicum and Field Experience for the MAED/ADM2

Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, CA residents may waive the following practicum and field experiences in this program:

Internship/Practicum Policies

- The Administrative Internship/Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship/practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship/practicum courses concurrently with the internship/practicum experience. If a candidate chooses to postpone the internship/practicum, he/she must postpone their enrollment in the internship/practicum courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
    -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
    -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these

exceptions approved.
- Unapproved self-terminations of an internship:
  - Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.

    -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  - Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.

    -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Field Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/ADM2

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM2

- The MAED/ADM2 program is Non-Licensure. Graduates of this program will not receive an IR.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-aet.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.

- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520 .... 3 credits
Organizational Communication for Adult Education and Training

AET 500 .... 3 credits
Foundations of Adult Learning Theory

AET 508 .... 3 credits
Community-Based Education

CUR 516 ~... 4 credits
Curriculum Theory and Instructional Design

CUR 518 ~... 3 credits
Multicultural Strategies for the Adult Learner

CUR 528 ~... 3 credits
Assessment of Learning

CUR 532 ~... 3 credits
Facilitating Online Learning

AET 552 .... 3 credits
Marketing Adult Education

AET 560 .... 3 credits
Facilitating Change

AET 562 .... 3 credits
Social Media for Professional Learning

AET 570 ~ .... 3 credits
Program Development in Adult Education

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
  Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) MTE 508 (3 credits) MTE 562 (3 credits) Total credits: 8
MAED/TED-S	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) SEC 508 (3 credits) MTE 562 (3 credits) Total credits: 8
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

The following course in the Required Course of Study may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/ TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA ....0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 ....1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518CA ~ ....3 credits
Models, Theories, and Instructional Strategies

MTE 522CA ....3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~... 2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~... 3 credits
Assessment and Evaluation

Reading, 4 total credits

RDG 537CA ~... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits

ELL 500 .... 3 credits
Instructional Methods for English Language Learners
SPE 514CA... 2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 .... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA .... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:

ELM 590 ~... 4 credits
Elementary Student Teaching Part A
ELM 595 ~... 4 credits
Elementary Student Teaching Part B

Students with no prior completion of a TPA course as of 1/1/2018 and later:

ELM 586 ~... 4 credits
Elementary Clinical Practice A
ELM 587 ~... 4 credits
Elementary Clinical Practice B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:

TPA 001 ~ ....1 credit
Subject Specific Pedagogy
TPA 002 ~ ....1 credit
Designing Instruction

Students with no prior completion of a TPA course as of 1/1/2018 and later:

TPA 100 ~ ....1 credit
TPA Planning and Instruction
TPA 200 ~ ....1 credit
TPA Instruction and Assessment

The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.

- Current negative TB test results, or other approved TB clearance documentation.

- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-E

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: ELM 590, ELM 595, ELM 586, ELM 587
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-E

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA

Program	Courses Waived
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

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- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Negative TB results or negative chest xray
  - Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.

- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.

- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.

- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.

- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.

- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience.

In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;

- Pass CBEST & CSET examinations;

- Successfully complete a US Constitution course;

- CalTPA assessments;

- Current CPR certification.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections for the MAED/TED-S

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507CA...0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 .... 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ....2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508CA ~ ....3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523CA...3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ....2 credits
Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ ....3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542CA ~ ....3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

ELL 500...3 credits
Instructional Methods for English Language Learners
SPE 514CA ....2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 528CA...3 credits
Curriculum Constructs and Assessment: Visual Arts
MTE 564CA...3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566CA...3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567CA ....3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569CA ....3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551CA ....3 credits
Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits

MTE 541CA ....2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
SEC 590 ~ ....4 credits
Secondary Student Teaching Part A
SEC 595 ~ ....4 credits
Secondary Student Teaching Part B
Students with no prior completion of a TPA course as of 1/1/2018 and later:
SEC 586 ~ ....4 credits
Secondary Clinical Practice A
SEC 587 ~ ....4 credits
Secondary Clinical Practice B
The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~..1 credit
Subject Specific Pedagogy
TPA 002 ~..1 credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~..1 credit
TPA Planning and Instruction
TPA 200 ~..1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree (in a major other than education) or higher degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- For students with an Enrollment Agreement signed prior to 1/1/2018: All California residents (online and local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- Current negative TB test results, or other approved TB clearance documentation.
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).

- The candidate provides evidence of having attempted the appropriate subject matter examination(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

- Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
  - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
  - Verification of the completion of 100 hours of field experience
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 - Candidates enrolled in MAED/TED-E and S 07CA must receive passing scores on the following assessments:
  TPA 1 Subject-specific Pedagogy
  TPA 2 Designing Instruction prior to beginning their student teaching experience.
  Verification of scores is maintained by the Credential Analyst.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific course work

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) course work as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)

- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: SEC 590, SEC 595, SEC 586, SEC 587
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level course work may be used to waive graduate or undergraduate course work). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551CA, MTE 541CA, MTE 564CA, SEC 590, SEC 595.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA

Program	Courses Waived
MAED/TED-S	MTE 501, MTE 506, SEC 508, SEC 508CA

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
    - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
    - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass a California State-Approved Teacher Performance Assessment.
- Candidates who have successfully completed TPA/001 prior to 1/1/2018: California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Performance Assessment.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Completion of 30 hours Field Experience with diverse students
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Negative TB results or negative chest xray
  - Completion of the following course work: **Multiple Subject:** MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA **Single Subject:** MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an Internship and the supervised student teaching component and teaching performance assessments.
- Candidates who qualify for the early completion option must complete Clinical Practice Seminars A & B and successfully complete a California approved Teaching Performance Assessment on the first attempt.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B, and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4 on the first attempt.
- Candidates do not waive course work in MAED/TED and are NOT earning an MAED/TED degree. Students should be scheduled for these courses as Non-Degree Category Two courses.
- Candidates are not enrolled in the MAED/TED program, but are sponsored by the university to complete an alternative path to license. All coursework is completed through single course options.
- Candidates interested in this program must obtain approval by the California Program Chair.

Re-entry for the MAED/TED-S

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ci.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516 .... 1 credit
Professional Communications
CUR 505 .... 3 credits
Social and Global Perspectives of Teacher Leadership
CUR 506 .... 3 credits
Theories and Best Practices of Curriculum and Instruction
CUR 515 ~ .... 3 credits
Critical Thinking and Innovative Skills

CUR 520 .... 3 credits
Advocating for Learning
CUR 525 .... 3 credits
Ethical Issues in Education
CUR 530 ~ .... 3 credits
Assessment and Evaluation Models
CUR 535 ~ .... 4 credits
Research for Improved Practice
CUR 540 .... 3 credits
Methods of Coaching in the Instructional Setting
CUR 545 .... 3 credits
Using Technology for Teaching and Learning
CUR 550 .... 3 credits
Engaging in Communities of Practice
CUR 555 .... 3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/authorized by the country's Ministry of Education.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. Students in the MAED/CI who waive courses using an approved certification may exceed the maximum waiver limit for their program.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Candidates who can show verification of the completion of the CTEL (California Teachers of English Learners) requirement may waive the following 6 credits upon admission to the MAED/CI program: CUR 506, CUR 530

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 6 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance

- Basic Skills proficiency

- Completion and uploading of the Teacher Work Sample (TWS)

- Satisfactory completion of any required internship, student teaching, and/or practicum courses.

- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502

- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program.

Re-entry for the MAED/CI

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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PROFESSIONAL PROGRAMS

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CREDIT-BEARING CERTIFICATE PROGRAMS

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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements
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All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

The established "normal time" to complete a certificate program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 25 to 64 weeks, Health Services Administration - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 46 weeks, Humanities & Sciences - 24 to 40 weeks, Information Systems & Technology - 30 to 40 weeks, Business - 27 to 36 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - UNDERGRADUATE
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Small Business Management and Entrepreneurship Certificate (Undergraduate)
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The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-sbe.

Required Course of Study for the CERT/SBE

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
MGT 401 .... 3 credits
The Small Business: Structure, Planning and Funding
MGT 465 ~ .... 3 credits
Small Business and Entrepreneurial Planning
Students must choose 3 of the following:
OI 370 ~ .... 3 credits
Innovation for the 21st Century
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 418 ~ .... 3 credits
Evaluating New Business Opportunities
MKT 431 ~ .... 3 credits
Small Business Marketing
FIN 375 ~ .... 3 credits
Financial Management in the Small Business

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

- The following course may not be waived: MGT 465

Re-entry for the CERT/SBE

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization's operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization's operations management division.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ops.

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 305 ....3 credits
Systems Operations Management
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
ISCOM 374 ....3 credits
Integrated Logistics Management
Students must choose 3 of the following:
BIS 375 ~ ....3 credits
Supply Chain Information Management in Online Environments
ISCOM 361 ~..3 credits
Purchasing and Procurement
ISCOM 383 ~..3 credits
Global Value Chain Management
ISCOM 386 ~..3 credits
Service Operations Management
ISCOM 472 ~..3 credits
Lean Enterprise

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.

- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: ISCOM 374

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mkt.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421... 3 credits
Marketing
MKT 435 ~ .... 3 credits
Consumer Behavior
MKT 498 ~ .... 3 credits
Integrated Marketing Strategies
Students must choose 3 of the following:
BRM 353 ~ .... 3 credits
Product and Brand Management
MKT 411 ~ .... 3 credits
Green Marketing
MKT 438 ~ .... 3 credits
Public Relations
MKT 441 ~ .... 3 credits
Marketing Research
MKT 444 ~ .... 3 credits
Hospitality Marketing
MKT 440 ~ .... 3 credits
Fundamentals of Digital Marketing
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MKT 498

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-hrm.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 .... 3 credits
Fundamentals of Human Resource Management
MGT 434 ~ .... 3 credits
Employment Law
HRM 324 ~ .... 3 credits
Total Compensation
HRM 420 ~ .... 3 credits
Human Resource Risk Management
HRM 326 ~ .... 3 credits
Employee Development
HRM 498 ~ .... 3 credits
Strategic Human Resource Management and Emerging Issues
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: HRM 498

Re-entry for the CERT/HRM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mgt.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
MGT 498 ~ ....3 credits
Strategic Management
Students must choose 4 of the following:
ACC 400 ~ ....3 credits
Accounting for Decision Making
BRM 353 ~ ....3 credits
Product and Brand Management
CPMGT 300 ~ ....3 credits
Project Management
FIN 419 ~ ....3 credits
Finance for Decision Making
HM 370 ~ ....3 credits
Hospitality Management
HRM 300 ~ ....3 credits
Fundamentals of Human Resource Management
HRM 326 ~ ....3 credits
Employee Development
ISCOM 305 ~ ....3 credits
Systems Operations Management
ISCOM 370 ~ ....3 credits
Strategic Supply Chain Management
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 317 ~ .... 3 credits
Critical Skills in Management
MGT 411 ~ .... 3 credits
Innovative and Creative Business Thinking
MGT 418 ~ ....3 credits
Evaluating New Business Opportunities
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
MGT 426 ~ ....3 credits
Managing Change in the Workplace
MKT 445 ~ ....3 credits
Sales, Tools and Strategies
MKT 448 ~ ....3 credits
Web Analytics for Digital Marketing
OI 370 ~ ....3 credits
Innovation for the 21st Century
MGT 445 ~ ....3 credits
Organizational Negotiations
MUS 320 ....3 credits
The Music Business Today

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 498

Re-entry for the CERT/MGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-pm.

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
CPMGT 300 ....3 credits
Project Management
CPMGT 301 ~ ....3 credits
Strategic Portfolio and Project Management
CPMGT 302 ~ ....3 credits
Procurement and Risk Management
CPMGT 303 ~ ....3 credits
Project Estimating and Control Techniques
CPMGT 305 ~ ....3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: CPMGT 305

Re-entry for the CERT/PM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in

a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-finp.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370 .... 3 credits
Finance for Business
FIN 420 ~ .... 3 credits
Personal Financial Planning
FIN 486 ~ .... 3 credits
Strategic Financial Management
Students must choose 3 of the following:

FIN 366 ~ .... 3 credits
Financial Institutions
FIN 402 ~ .... 3 credits
Investment Fundamentals and Portfolio Management
FIN 467 ~ .... 3 credits
Real Estate Investment
FIN 422 ~ .... 3 credits
Retirement and Benefit Planning
FIN 428 ~ .... 3 credits
Insurance for Financial Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/ BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

Long Term Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Health Administration and must be completed via the Online modality.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ltc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply concepts of long-term care administration within the industry.
- Learners will analyze health and wellness concepts to address the needs of various Long Term Care populations.
- Learners will integrate ethical principles into all aspects of the Long Term Care industry.
- Learners will explain products and services to address the needs of various Long Term Care populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 .... 3 credits
Foundations for General Education and Professional Success
HCS 437 .... 3 credits
Long-term Care Administration
HCS 433 ~ .... 3 credits
Dimensions of Health and the Older Adult
LTC 315 ~ .... 3 credits
Alternative Living Environments
LTC 328 ~ .... 3 credits
Legal Perspectives in Aging
LTC 310 ~ .... 3 credits
Social and Community Related Programs and Services

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as:
  Long Term Care

Residency Requirements and Course Waivers for the LTC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-nad.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles in nursing administration. Upon completion of the certificate program, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557 ....3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ....3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ....3 credits
Human Resources Management
NSG 567 ....3 credits
Financial Resources Management in Health Care
NSG 516AD ~ ....3 credits
Practicum I
NSG 517AD ~ ....3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educa-
      tional studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.

- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
  Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/ NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

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Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ned.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Upon completion of the

certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531 ....3 credits
Program and Course Development
NSG 532 ....3 credits
Innovative Curriculum Design
NSG 533 ....3 credits
Educational Assessment and Evaluation
NSG 534 ....3 credits
Facilitating Engaged Learning
NSG 516ED ~...3 credits
Practicum I
NSG 517ED ~...3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:
- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico

- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED
- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED
- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED
- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.

- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NED
- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NED
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
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Advanced Cyber Security Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Cyber Security Certificate concentrates on the concepts and principles of securing and protecting the information assets of the organization. The areas of information assurance, systems security, risk management, cryptography, cyber security and enterprise security are covered in this certificate. This program helps prepare for industry certifications such as the ISC2 Systems Security Certified Practitioner (SSCP) and Certified Information Systems Security Professional (CISSP).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-acs.

Program Category Requirements for the CERT/ACS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select 18 credits from the following:

CMGT 230 ....3 credits
Fundamentals of SSCP
CMGT 400 ....3 credits
Intro to Information Assurance & Security
CMGT 430 ....3 credits
Enterprise Security
CMGT 431 ....3 credits
Information Systems Security
CMGT 432 ....3 credits
Introduction to Cryptography
CMGT 433 ....3 credits
Cyber Security
CMGT 442 ....3 credits
Information Systems Risk Management

The University reserves the right to modify the required course of study.

General Information for the CERT/ACS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ACS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ACS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.00.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Cyber Security (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ACS

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-Entry for the CERT/ACS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Software Developer Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Advanced Software Developer Certificate concentrates on principles of software application development. This certificate explores modern software development though the use of multiple modern application programming languages as well as mobile programming and software architecture principles. This program helps preparation for industry certifications such as the C++ Certified Professional Programmer, Oracle Certified Professional JAVA SE Associate and Professional Programmer (OCP) and Microsoft C# and VB certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-asd.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain and apply fundamentals of software application development.
- Students will be able to apply concepts learned toward industry certifications.

Program Category Requirements and Prerequisites for the CERT/ASD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Software Developer, 18 total credits

BSA 385 .... 3 credits
Intro to Software Engineering
CSS 422 .... 3 credits
Software Architecture
POS 408 .... 3 credits
.NET I
POS 409 .... 3 credits
.NET II
PRG 410 .... 3 credits
C++ Programming I
PRG 420 .... 3 credits
Java Programming I
PRG 421 ~ .... 3 credits
Java Programming II

The University reserves the right to modify the required course of study.

General Information for the CERT/ASD

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ASD

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ASD

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Software Developer (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ASD

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be

completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-entry for the CERT/ASD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Networking Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Advanced Networking Certificate is designed to provide complete coverage of networking topics including the OSI model, network topologies, network protocols, network operating systems, as well as network architecture, network design and management. Comprehensive coverage of local area, wide area, and wireless networks including performance and service levels are addressed in this concentration. This certificate also provides an exposure to network modeling and measuring of network performance.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-an.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply fundamentals of networking.
- Students will be able to design and administer Windows Server infrastructure.

Program Category Requirements for the CERT/AN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Networking, 18 total credits

NTC 320 ....3 credits
Network Design Associate
NTC 324....................3 credits
Windows Server Configuration
NTC 326....................3 credits
Administering Windows Server
NTC 328....................3 credits
Advanced Windows Services
NTC 362....................3 credits
Fundamentals of Networking
NTC 409....................3 credits
Global Network Architecture and Design
POS 433 ....3 credits
UNIX Networking

NTC 340 ~ .... 3 credits
Desktop Virtualization
NTC 345 ~ .... 3 credits
Cloud Virtualization
NTC 350 .... 3 credits
Data Center Virtualization
NTC 412 ~ .... 3 credits
Data Center Virtualization Administration
NTC 414 ~ .... 3 credits
Data Center Virtualization Design
NTC 300 .... 3 credits
Cloud Technologies
NTC 302 .... 3 credits
Network Web Services

The University reserves the right to modify the required course of study.

General Information for the CERT/AN
This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/AN
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/AN
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Networking (Undergraduate)

Residency Requirements and Course Waivers for the CERT/AN
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-entry for the CERT/AN
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Cyber Security Certificate

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Graduate Cyber Security certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts; Financial Accounting; IS Auditing Processes; IT Governance and Management; Acquisition, Development, and Support of IS, and Information Assets Protection. Courses in this certificate can be used to help prepare for ISACA industry certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-cs.

Program Category Requirements for the CERT/G-CS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select Eighteen (18) Credits

ACC 537 ....3 credits
Financial Accounting
BSA 505...3 credits
IS Auditing Processes
BSA 510...3 credits
IT Governance and Management
BSA 515...3 credits
Acquisition, Development and Implementation of IS
BSA 520...3 credits
Operations, Maintenance and Support of IS
BSA 525...3 credits
Information Assets Protection
CIS 568 ....3 credits
Information Systems Concepts

The University reserves the right to modify the required course of study.

General Information for the CERT/G-CS

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-CS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-CS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Cyber Security

Residency Requirements and Course Waivers for the CERT/G-CS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better;
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-CS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Business Analytics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Master of Information Systems and must be completed via the Online modality.

The Graduate Business Analytics Certificate is designed to provide specific theories, competencies, and skills necessary for success in the field of Business Analytics. This certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts, Database Management, Statistics, IT Architecture, Data Relationship Management, Customer Relationship Management, Analytic Programming and Statistical Business Analytics. Courses in this certificate can be used to help prepare for Oracle and SAS industry certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-ba

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to develop and plan for the maintenance of databases for storage of business data and use in business analytics.
- Students will be able to retrieve and analyze data using appropriate statistical operations for use in decision making within an organization.

Required Course of Study for the CERT/G-BA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select 18 credits from the following course selections:

BSA 530 .... 3 credits
IT Architecture
BSA 540 .... 3 credits
Data Relationship Management

BSA 550 .... 3 credits
Customer Relationship Management
BSA 570 .... 3 credits
Analytic Programming
BSA 580 .... 3 credits
Statistical Business Analytics
CIS 568 .... 3 credits
Information Systems Concepts
DBM 502 .... 3 credits
Database Management
MTH 540 .... 3 credits
Statistics

The University reserves the right to modify the required course of study.

General Information for the CERT/G-BA

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-BA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-BA

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Business Analytics

Residency Requirements and Course Waivers for the CERT/G-BA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;

- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better,

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-BA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)

- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)

- Call Center Industry Advisory Council (CIAC)

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TUITION AND FEES - GROUND CLASSROOM RATES
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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	$698.00	$465.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$390.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs below)	$698.00	$475.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
CERT/CTEL Program	$175.00	$175.00	N/A	N/A
Non-Degree Single Courses (Undergraduate Level)	$398.00	$250.00	$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates ¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions ¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program ¤

d) Continuing Students in any MSC program ¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (San Diego)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00	$ 495.00
BS/EVS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/EVS (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 495.00
BS/HIS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 410.00
BS/HIS (Level 300 and Level 400)	$ 435.00	$ 435.00	$ 435.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00	$ 500.00
BS/P (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/P (Level 300 and Level 400)	$ 495.00	$ 495.00	$ 495.00
BSACC (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSACC (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
BSB (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSB (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
BSM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSCJA (Level 300 and Level 400)	$ 495.00	$ 495.00	$ 495.00
BSHA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHA (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 500.00
BSHS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHS (Level 300 and Level 400)	$ 495.00	$ 495.00	$ 495.00
BSIT (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSIT (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 500.00
BSN (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSN (Level 300 and Level 400)	$ 510.00	$ 510.00	$ 495.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 500.00
BSLS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSLS (Level 300 and Level 400)	$ 420.00	$ 420.00	$ 420.00
CERT/ADD (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/ADD (Level 300 and Level 400)	$ 495.00	$ 495.00	$ 495.00
CERT/FCS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/FCS (Level 300 and Level 400)	$ 495.00	$ 495.00	$ 495.00
CERT/MKT (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/MKT (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
CERT/SBE (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/SBE (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
CERT/HRM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/HRM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
CERT/PM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/PM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 500.00
CERT/VC (Level 100 and Level 200)	$ 300.00	$ 300.00	$ 300.00
CERT/VC (Level 300 and Level 400)	$ 300.00	$ 300.00	$ 300.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (San Diego)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
MBA	$ 740.00	$ 740.00	$ 700.00
MIS	$ 740.00	$ 740.00	$ 700.00
MM	$ 740.00	$ 740.00	$ 700.00
MS/AJS	$ 740.00	$ 740.00	$ 700.00
MSA	$ 740.00	$ 740.00	$ 700.00
MSC	$ 620.00	$ 620.00	$ 620.00
MSN	$ 595.00	$ 595.00	$ 620.00
CERT/CTEL	$ 175.00	$ 175.00	$ 175.00
MAED	$ 510.00	$ 510.00	$ 510.00
MHA	$ 740.00	$ 740.00	$ 700.00
MPA	$ 740.00	$ 740.00	$ 700.00
MSP	$ 740.00	$ 740.00	$ 700.00
NHCE	$ 595.00	$ 595.00	$ 620.00
CERT/NED	$ 595.00	$ 595.00	$ 620.00
CERT/NAD	$ 595.00	$ 595.00	$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

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FEES (San Diego)

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Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		
Certificate of Clearance TB Test CBEST Examination CSET Examination	$ 132.50 - $162.50 $ 0.00 - $50.00 $ 41.00 - $102.00 $ 99.00 - $134.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
Resource Fees+ (if applicable) Undergraduate Graduate	$ 170.00 $ 195.00	Due in accordance with the payment option chosen in Financial Options Guide.
CLEP®/DSST Examination++ Student Exam Fees Military Exam Fees	$ 20.00 $ 0.00	Upon notification
Prior Learning Assessment Fees Portfolio Submission Fee Per Assessed Credit Fee	 $ 150.00 $ 75.00	If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Master of Science in Counseling Assessment Portfolio Fees: CNSL 502 CNSL 556 SCHC 556	 $ 150.00 $ 150.00 $ 150.00	Due at orientation.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

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TUITION AND FEES - ONLINE RATES
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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$575.00	N/A	N/A
MSC programs	$698.00	$550.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	$398.00	$250.00	$350.00	N/A
CCNA (students in CERT/CCNA see Bachelor Degree programs rates above)	$290.00	$250.00	N/A	N/A
CERT/APLUS	$290.00	$250.00	N/A	N/A
NETPLUS	$290.00	$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$475.00	N/A	N/A
CERT/CTEL Program (For CA residents only)	$175.00	$175.00	N/A	N/A
CERT/T2T-E Program	$280.00	$280.00	N/A	N/A
CERT/T2T-S Program	$280.00	$280.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/ECH Program	$400.00	$400.00	N/A	N/A
CERT/ALT-E Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/ALT-S Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/SPE	$540.00	$475.00	N/A	N/A
Doctoral	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level	$398.00	$250.00	$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Credit Recognition Program	$ 250.00	$ 250.00
Associates	$ 410.00	$ 410.00
School of Business (Level 100 and Level 200)	$ 415.00	$ 410.00
School of Business (Level 300 and Level 400)	$ 415.00	$ 635.00
School of Nursing (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Nursing (Level 300 and Level 400)	$ 510.00	$ 510.00
School of Health Services Administration (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Health Services Administration Level 300 and Level 400)	$ 635.00	$ 635.00
College of Education (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Education (Level 300 and Level 400)	$ 420.00	$ 420.00
College of Humanities and Sciences (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Humanities and Sciences (Level 300 and Level 400)	$ 630.00	$ 630.00
Please note that there are exceptions to the general college rate as listed below.		
BSEVS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSEVS (Level 300 and Level 400)	$ 450.00	$ 450.00
BAENG (Level 100 and Level 200)	$ 410.00	$ 410.00
BAENG (Level 300 and Level 400)	$ 450.00	$ 450.00
BSBIO (Level 100 and Level 200)	$ 410.00	$ 410.00
BSBIO (Level 300 and Level 400)	$ 435.00	$ 435.00
BSHST (Level 100 and Level 200)	$ 410.00	$ 410.00
BSHST (Level 300 and Level 400)	$ 435.00	$ 435.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00
CERT/MS	$ 415.00	$ 630.00
BSP (Level 100 and Level 200)	$ 410.00	$ 410.00
BSP (Level 300 and Level 400)	$ 585.00	$ 585.00
BSCPSS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCPSS (Level 300 and Level 400)	$ 610.00	$ 610.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCJA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSPA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSPA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSIOP (Level 100 and Level 200)	$ 415.00	$ 415.00
BSIOP (Level 300 and Level 400)	$ 415.00	$ 415.00
BSAP/MT (Level 100 and Level 200)	$ 415.00	$ 415.00
BSAP/MT (Level 300 and Level 400)	$ 415.00	$ 415.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Information Systems and Technology (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Information Systems and Technology (Level 300 and Level 400)	$ 635.00	$ 635.00
Please note that there are exceptions to the general college rate as listed below. CCNA *(students in CERT/CCNA see College of IS&T rates)*	$ 290.00	$ 290.00
CERT/APLUS	$ 290.00	$ 290.00
NETPLUS	$ 290.00	$ 290.00
BSSEC (Level 100 and Level 200)	$ 410.00	$ 410.00
BSSEC (Level 300 and Level 400)	$ 610.00	$ 610.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00
Continuing Education for Educators	$ 175.00	$ 175.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	$ 280.00	$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
School of Business	$ 740.00	$ 740.00
School of Nursing	$ 595.00	$ 595.00
School of Health Services Administration *Please note that there are exceptions to the general college rate as listed below.*	$ 740.00	$ 740.00
NHCE	$ 595.00	$ 595.00
HCI	$ 595.00	$ 595.00
College of Information Systems and Technology	$ 740.00	$ 740.00
College of Education	$ 540.00	$ 540.00
Please note that there are exceptions to the general college rate as listed below.		
CERT/T2T-E	$ 280.00	$ 280.00
CERT/T2T-S	$ 280.00	$ 280.00
CERT/ECH	$ 400.00	$ 400.00
CERT/CTEL *(For CA residents only)*	$ 175.00	$ 175.00
CERT/ALT-E *(FL residents only)*	$ 275.00	$ 275.00
CERT/ALT-S *(FL residents only)*	$ 275.00	$ 275.00
College of Humanities and Sciences	$ 740.00	$ 740.00
School of Advanced Studies	$ 810.00	$ 810.00
School of Continuing Education	$ 740.00	$ 740.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

FEES (Online)

Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	At time of application.
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		

Certificate of Clearance
  TB Test
  CBEST Examination
  CSET Examination
	$ 132.50 - $162.50
	$ 0.00 - $50.00
	$ 41.00 - $102.00
	$ 99.00 - $134.00
		Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)

Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
School of Advanced Studies IBM®SPSS® Statistics Software Fee (applicable to select courses in School of Advanced Studies programs)	$ 50.00	When course is scheduled

Resource Fees+ (if applicable)
  Undergraduate
  Graduate
  Doctoral
  Continuing Education for Educators
  DCE
	
	$ 170.00
	$ 195.00
	$ 205.00
	$ 75.00
	$ 25.00
		Due in accordance with the payment option chosen in Financial Options Guide.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee	Amount*	When Due
CLEP®/DSST Examination++ Student Exam Fees	$ 20.00	Upon notification.
Prior Learning Assessment Fees Portfolio Submission Fee	 $ 150.00	If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush Duplicate Diploma Duplicate Certificate Transcript Transcript Rush	$ 45.00 $ 30.00 $ 15.00 $ 15.00 $ 30.00	Upon request. Upon request. Upon request. Upon request. Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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FACILITIES

Arizona Locations

Phoenix Campus

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4025)

4025 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4045)

4045 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Learning Center

9520 West Palm Lane,
Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus

800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

California Locations

Bay Area Campus

3590 N. First Street
San Jose, CA 95134-1805
800 266-2107

Livermore Learning Center

2481 Consitution Drive
Livermore, CA 94551-7573
925 273-8100

Oakland Learning Center

2100 Franklin Street
Oakland, CA 94612-3096
800 266-2107

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Modesto Learning Center - Salida

5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

San Marcos Learning Center

300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Campus Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Learning Center

451 E Vanderbilt Way
Suite 100
San Bernardino, CA 92408-3610
800 888-1968

Southern California II Learning Center

3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Learning Center

5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations

Colorado Campus - Lone Tree

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown

2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Florida Locations

Central Florida Main Campus

8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

West Florida Learning Center

12802 Tampa Oaks Boulevard
Suite 150
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus

4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

South Florida Main Campus

2400 SW 145th Avenue
Miramar, FL 33027-4145

Georgia Locations

Atlanta Main Campus

859 Mount Vernon Hwy NE
Atlanta, GA 30328

Augusta Campus

3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000

Columbus Georgia Campus

7200 North Lake Drive
Columbus, GA 31909
706 320-1266

Hawaii Locations

Hawaii Campus

745 Fort Street
Suite 2000
Honolulu, HI 96813-3800
808 536-2686

Hawaii Main Campus

949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686

Illinois Locations

Chicago Campus

203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Michigan Locations

Detroit Main Campus

26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 638-7279

New Jersey Locations

Jersey City Campus

100 Town Square Place
Jersey City, NJ 07310-1756
201 610-1408

Jersey City Student Resource Center

88 Town Square Place
Jersey City, NJ 07310-2772

New Mexico Locations

New Mexico Campus

5700 Pasadena Ave NE
Albuquerque, NM 87113-1570
505 821-4800

Santa Teresa Learning Center

1268 Country Club Road
Santa Teresa, NM 88008-9725
575 874-4600

North Carolina Locations

Charlotte Campus

3800 Arco Corporate Drive
Charlotte, NC 28273-3409
704 504-5409

Charlotte North Learning Center

10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Pennsylvania Locations

Philadelphia Main Campus

30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000

Tennessee Locations

Memphis Campus

65 Germantown Court
Cordova, TN 38018-7290
901 751-1086

Nashville Campus

616 Marriott Drive
Nashville, TN 37214-5048
615 872-0188

Texas Locations

Killeen Learning Center

902 West Central Texas Expy
Suite 300
Killeen, TX 76541-2566
254 501-6950

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Resource Center at Arlington Highlands

3900 Arlington Highlands Boulevard
Suite 237
Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

El Paso Campus

11820 Miriam Drive
El Paso TX 79936
Phone: (915) 599-5900

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

Woodlands Learning Center

24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

San Antonio Campus

8200 IH-10 West
Suite 1000
San Antonio, TX 78230-3876
210 524-2100
800 697-8223

Utah Locations

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

Virginia Locations

Virginia Beach Main Campus

4636 Columbus Street
Virginia Beach, VA 23462-7782
757 493-6300

Arlington Learning Center

1800 South Bell Street
Suite 100
Arlington, VA 22202-3546
571 227-7075
703 416-2582 FAX

Washington Locations

Western Washington Campus

7100 Fort Dent Way
Suite 100
Tukwila, WA 98188-8553
425 572-1600

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Nashville, Tennessee

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
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- English
- Humanities; History
- Mathematics
- Sciences
- Counseling
- Human Services
- Psychology

Faculty

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San Francisco State University
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- Management
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Mangiameli, Fred, MBA
University of Southern
California
Martin, Corinne, MBA
California State University -
Long Beach
Martin, Gregory, JD
University of Oklahoma
Martin, Luke, JD
California Western School of
Law
Martinez, Gerardo, MBA
California State University -
Stanislaus
Martinez-Sanchez, Rocio, MBA
University of Redlands
Mason, William, MBA
New York University
Mathews, Dean, MBA
National University
Mathis-Roberts, Shannon,
MAOM
University of Phoenix
Mc Guckian, Dennis, MBA
Dartmouth College
Mccarthy, James, MBA
University of Wisconsin -
Whitewater
Mcduffie, Martin, MHRM
Keller Grad School of Mgt
Meade, Jerry, MA
Fresno Pacific University
Meisch, Michele, MBA
University of Phoenix
Meyer, Charles, MA
California State University -
Long Beach
Miller, Brandon, MTA
The George Washington
University

Miller, James, JD
University of San Diego
Miller, Kenneth, EDD
University of Southern
California
Miller, Petermax, EDD
Argosy University - Denver
Miller, Rae, MBA
California State University -
Dominguez Hills
Mirza, Agha, MBA
California State University -
Bakersfield
Montano, Rebecca, PHD
Capella University
Morales, Rosemary, DM
University of Phoenix
Moua, True, DM
University of Phoenix
Mulyanto, Matthew, MBA
Northrop University
Mumford, Malcolm, MBA
Harvard University
Murphy, Maureen, MBA
University of California - Los
Angeles
Murphy, Quinton, MBA
University of Redlands
Nadalet, John, MS
San Diego State University
Napier, Jessica, MBA
Pepperdine University
Naraghi, Mehdi, MS
American University Dc
Nariman, Nahid, EDD
University of California - San
Diego
Nelson, Cheryl, DPA
University of La Verne
Nelson, Glenn, JD
University of California - Los
Angeles
Nett, Amy, JD
California Western School of
Law
Newsom, Jacquelyn, MS
University of Southern
California
Nezerwe, Yvan, DBA
Alliant International
University Cornerstone
Nguyen, Hoang, PHD
University of Illinois at
Urbana-Champaign
Nguyen, Lam, MS
Golden Gate University
Nommensen, Neil, MPA
Indiana University -
Northwest

Norcross, David, MSBA
University of Wyoming
Nunez, Guisselle, MS
Golden Gate University
O'brien, John, MBA
Rensselaer Polytechnic
Institute
O'brien, John, JD
Michigan State University
Ogunji, Emmanuel, PHD
Claremont Graduate
University
Ohanesian, Fredrick, EDD
Pepperdine University
Okpara, Neruka, DPA
University of La Verne
Oliai, Kal, MBA
Azusa Pacific University
Ori, Joseph, MBA
Depaul University
Oslund, Larry, EDD
Pepperdine University
Pacheco, Anthony, MS
University of San Francisco
Padgett, Jared, DBA
Walden University
Page, Wesley, MAOM
University of Phoenix
Pannu, B. Belle, MBA
National University
Paramo, Robert, MBA
University of La Verne
Parker, Charles, PHD
Alliant International
University Scripps Ranch
Parker, Craig, JD
University of The Pacific
Patel, Tarak, MBA
University of Southern
California
Pay, Martin, MBA
University of Phoenix
Payongayong, Noriel, MSCIS
University of Phoenix
Payton, Matiel, MS
West Coast University -
Shatto
Pecero, Jose, MBA
University of La Verne
Peer, Leah, JD
Thomas Jefferson School of
Law
Peterson, Gregory, MS
National University
Petronis, Kenneth, MAED
University of Phoenix
Piccillo, Sandra, MBA
University of Redlands
Pluzdrak, Nancy, EDD

Pepperdine University
Pohle, Diana, PSYD
Capella University
Pollard, Rachael, MBA
University of Phoenix
Polokoff, Elyse, MBA
Pepperdine University
Poore, Justin, MBA
University of La Verne
Powers, Mikal, MS
University of Phoenix
Price, Donald, MS
University of San Francisco
Price, Michael, JD
Santa Clara University
Pugatch, Mark, JD
Western State University
College of Law
Qazi, Zohaib, MS
California State University -
Fullerton
Quinn, Andrew, MBA
California State University -
Long Beach
Radcliff, David, MBA
University of Phoenix
Rahimian, Esmail, MAM
National University
Raltz, Gene, MBA
Michigan State University
Ramdas, Rajesh, MBA
University of Phoenix
Rangwala, Mehul, MBA
University of California -
Davis
Ratliff, Donald, MSA
Central Michigan University
Reed, Mark, JD
Western State University
College of Law
Richardson, Kimberley, JD
Kaplan University -
Davenport
Risner, Jill, MIT
American Intercontinental
University
Robertson, Tony, MBA
California State University -
Bakersfield
Rodriguez, Jimmy, JD
San Joaquin College of Law
Rodriguez, Renay Grace, JD
Western State University
College of Law
Rodriguez-Padilla, Gioconda,
MPA
Keller Grad School of Mgt
Roe, Michael, MS
Union Institute and

University
Romious, Angila, PHD
University of California -
Irvine
Rudick, Danny, MBA
The University of
Connecticut
Russell, Stephen, MA
National University
Sachs, Michael, JD
Western State University
College of Law
Safaie, Majid, JD
The University of West Los
Angeles
SAnderson, Michael, MBA
University of Phoenix
Sarkany, Lynn, MBA
Claremont Graduate
University
Say, Tania, MBA
National University
Scanlan, Thomas, MBA
San Diego State University
Scheitrum, Ward, MBA
California State University -
Fresno
Schloss, Louann, MBA
San Diego State University
Schorling, Douglas, JD
University of California -
Davis
Schuber, Jerry, MBA
University of Phoenix
Sealana, Richard, EDD
University of San Francisco
Sell, Robert, MS
California State University -
Fresno
Senecal, Jason, MBA
University of Redlands
Sevilla, William, MBA
Golden Gate University
Shapiro, Charles, MBAPA
University of La Verne
Sharghi, George, DBA
Alliant International
University Scripps Ranch
Sharifzadeh, Mohammad, PHD
Walden University
Sheaffer, Timothy, JD
University of The Pacific
Simmons, Michael, MAOM
University of Phoenix
Sims, Richard, MA
University of Dayton
Sims, Rodman, MS P
urdue University
Singh, Amarjit, PHD

University of London
Slomski, William, MBA
University of Phoenix
Smith, Deran, MPA
California State University - Bakersfield
Sommers, Carol, PHD
Northcentral University
Soules, David, MS
University of North Texas
Spotswood, Robert, MBA
Pepperdine University
Stack, Ginger, MBA
University of Phoenix
Stapp, Griffen, MBA
University of Phoenix
Starr-Parker, Symone, DM
University of Phoenix
Sternieri, James, MBA
Dowling College
Stevenson, William, MA
John F. Kennedy University
Stocker, John, MA
Webster University
Strickland, Dan, MBA
National University
Suer, Myles, MSBA
University of Southern California
Sumner, Sara, MBA
University of Phoenix
Swift, Anastacia, MBA
Holy Names University
Taousakis, Michael, MS
Virginia Polytechnic Institute and State University
Taylor, Marilyn, MBA
University of Phoenix
Taylor, Tom, EDD
Pepperdine University
Telado, Felix, MBA
University of Phoenix
Thiele, Brian, MBA
Golden Gate University
Thomas, Diannah, MA
Fresno Pacific University
Thome, Alissa, MBA
University of La Verne
Thompson, Darrell, MS
National University
Thurman-Bowen, Traci, MA
University of Redlands
Tonkin, Susan, MBA
University of Phoenix
Townsend-Jordan, Constance, MBA
California State University - Dominguez Hills
Treeby, Ross, MS

Golden Gate University
Tripodes, Dean, MBA
Claremont Graduate University
Truongson, Bon-Tai, DM
University of Phoenix
Tsai, Albert, MBA
Pepperdine University
Tullai, Jason, MBA
Chaminade University of Honolulu
Tvorik, Stephen, PHD
Walden University
Underwood, John, MBA
The University of Memphis
Vandenberg, Judith, MBA
University of California - Berkeley
Vanta, Reynaldo, MBA
University of San Diego
Vianna, Antonio, MM
Northwestern University
Vorsanger, Charles, MS
University of Southern California
Wadsworth, Gloria, MAOM
University of Phoenix
Waldman, David, PHD
Walden University
Walker, Tina, DM
University of Phoenix
Wallace, Jr., Barnie, PHD
Duke University
Wallace, Steven, PHD
University of California - Irvine
Walle, Kristin, EDD
Pepperdine University
Wang, Kun, MS
California State University - Fresno
Washington, Barbara, MA
Pepperdine University
Waters, Marilyn, MBA
University of Phoenix
Watson, Robert, MBA
Indiana University - Bloomington
Weiss, Diana, JD
John F. Kennedy University
West, Julian, MBA
California State University - Bakersfield
Whaley, Jeremy, MBA
Pepperdine University
Whiteman, Linda, MBA
University of Phoenix
Wiessner, Gary, MBA
University of La Verne

Wilkinson, Jay, MBA
National University
Williams, Byron, MCRP
Clemson University
Williams, Cecilia, PHD
Claremont Graduate University
Williams, Constance, EDD
Fielding Graduate University
Williams, Kari, MBA
National University
Williams, Zeneo, EDD
University of Southern California
Wilson, Stephen, MBA
University of Southern California
Wong, Jennie, EDD
Pepperdine University
Woodard, Scott, MBA
California State University - Stanislaus
Woods, Cynthia, MAOM
University of Phoenix
Woods, Timothy, PHD
Walden University
Woodward, Tricia, JD
California Western School of Law
Wright, Dale, MBA
California State University - Dominguez Hills
Wyatt, Amber, MIT
American Public University System
Xiong, Blong, MBA
National University
Yeager, Michelle, MS
San Diego State University
Yost, John, MBA
Santa Clara University
Young, Stephen, PHD
Walden University
Zambelli, Anthony, JD
National University
Zhang, Hedy, JD
University of Wisconsin - Madison

....
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
....

Deans
....
Executive Dean
Dennis Bonilla, MBA
Program Dean
Franzi Walsh, DBA
Karen Peters, PHD
Dean of Faculty
Paul Porch, MBTM
Dean of Operations
Lindsay Sesate, MAED/AET
Assistant Dean of Operations
Kathryn Uhles, MSP
Assistant Dean of Specialized Services
Maurice Gibson, MBA, MAED
Campus Area Chairs
....
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Business Systems
- Technology
- Analysis & Communications
- Security
- Criminal Justice
- Public Administration

Faculty
....
Aguirre, Joseph, MBA
   National University
Alizadeh, Rassoul, MSCIS
   Saint Mary's University
Allauddin, Ahmer, MS
   Golden Gate University
Bocage, Charles, MHRM
   Keller Grad School of Mgt
Cheng, Steven, MS
   Syracuse University
Chowdiah, Vikram, PHD
   Oklahoma State University
Dearman, James, XMBA
   Claremont Graduate University
Do, Tuan, PHD
   Technische Universitat Dresden
D'urso, Daniel, MS
   Rivier College
Elsayess, Mahmoud, XMBA
   Claremont Graduate University
Estioko, Elmer, MS
   California State University -

Fullerton
Fennell, Bill, MMIS
   West Coast University - Shatto
Francis, Dexter, PHD
   Capella University
Frost, David, MS
   University of Southern California
Humphreys, John, XMBA
   Golden Gate University
Jones, Ronald, MS
   University of the Pacific
Kolackovsky, Alan, MBA
   National University
Leon, John, MSCS
   California State University - Fullerton
Lopez, Jose, MBA
   University of Phoenix
Love, Willie, MBA
   University of Phoenix
Magnone, Jorden, MBA
   University of Phoenix
Martinez, Ralph, MA
   Argosy University - Orange County
Massey, Calvin, MBA
   National University
Monaco-Christensen, Liane, MBA
   University of Phoenix
Nichols, Roger, MA
   California State University - San Bernardino
O'day, Christopher, MS
   California State University - Fresno
Oni, Oludotun, PHD
   Northcentral University
Peterson, Susan, MBA
   East Tennessee State University
Phelps, Castle, MBA
   National University
Phillips, Timothy, MS
   University of San Diego
Ray-Sims, Deborah, MS
   Golden Gate University
Reid, William, MSM
   Regis University
Richardson, Richard, MS
   National Defense University
Sabga, Marc, MA
   Azusa Pacific University

Sardaryzadeh, Afshin, MBA
   Brandman University
Schram, Sanford, MSCHE
   New Jersey Institute of Technology
Singh, Mahesh, MBA
   University of Phoenix
Sirirat, Boriphan, MS
   National University
Smith, August, MBA
   Keller Grad School of Mgt
Smith, William James, MS
   National Defense University
Swafford, Jr., Richard, MC
   University of Phoenix
Thomas, Donald, PHD
   Syracuse University
Thompson, Willard, MS
   Rensselaer Polytechnic Institute
Williams-Eli, Vickie, EDD
   Alliant International University Cornerstone
Xu, Yaping, MS
   Dartmouth College
Zecca, Mark, PHD
   Capella University
Zinne, Richard, MS
   National University

....

COLLEGE OF HEALTH PROFESSIONS

....

Deans - Health Services Administration

....

Executive Dean

Doris Savron, MBA

Dean of Undergraduate Programs

Christina Neider, MAED, MSP

Academic Dean

Mark Johannsson, DHSC, MPH

Dean of Specialized Programs

Collene Bauer, MBA

Dean of Graduate Programs

Eve Krahe, PHD

Dean of Operations

Emily Breuker, MBA

Assistant Dean of Operations

Briana Houlihan, MBA

Erin Amsden, MAED/MBA

Assistant Dean Specialized Programs West

Kellie Stubblefield, BA

Dean of Instructional Excellence

Ying Tombler, PHD

Deans - School of Nursing

....

Academic Dean

Lisa Radesi, DNP

Dean of Clinical Affairs

Rebecca Hathaway, MSN

Program Dean

Dodie Serafini, MSN

Assistant Program Dean

Linda Nance, EDD

Program Managers - School of Nursing

....

Southern California

Gwendolyn Jones, MSN

Colorado

Margaret Riley, PHD

Phoenix

Kathleen Rupp, MSN

Sun Jones, DNP

Sacramento Valley

Andrelyn Almario, DNP

Jennifer Millar, MSN

Southern Arizona

Frances Bartholomeaux, MSN

Campus Area Chairs

....

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing: FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Health Administration

Faculty

....

Abbott, Jenny, MSN
    University of Phoenix
Aish, Nathan, MPH
    Ohio State University
Allard, Mary, PHARMD
    University of The Pacific
Almaden, Stefany, PHD
    Walden University
Almario, Andrelyn, DNP
    Western University of Health Sciences
Alvarado, Sheela, MA
    University of San Francisco
Amadeo, Carol, EDD
    University of Phoenix
Amos, Qiana, MPA
    Loma Linda University
Ares, Terri, PHD
    Villanova University
Baer, Lisa, MSN
    University of Phoenix
Bai, Yan, MS
    California State University - Long Beach
Baker-Mosley, Brenda, MSN
    University of Phoenix
Balch, Carol, MSN
    University of California - Los Angeles
Barnette, Yesenia, MS
    California State University - Dominguez Hills
Barrios, Corazon, MSN
    California State University - Dominguez Hills
Baylosis, Amera, MSN
    Grand Canyon University
Bell, Alison, DNP
    Duke University
Black-Robinson, Louise, DNP
    Western University of Health Sciences
Blanco, Roy, MS
    California State University - Sacramento
Borghei, Karimeh, MS
    California State University - Sacramento
Boyden, Katherine, MS
    California State University - Fresno
Bradac, Debra, MSN
    University of Phoenix
Bradley, Darlene, PHD
    Capella University
Brandt, Mary, MSN
    University of Phoenix
Brock, Joy, MSN/FNP
    University of Phoenix
Bryant, Pamela, MSN
    University of Phoenix
Bucsko, Daniel, MHA
    University of Pittsburgh
Bunker-Alberts, Michele, DNP
    Western University of Health Sciences
Campbell, Marquez, MAS
    University of California - San Diego
Castaneda, Andrew, MS
    California State University - Bakersfield
Cathro, Heather, PHD
    University of Phoenix
Chaffee, Mark, BSN
    University of Phoenix
Chimienti, Sabrina, DNP
    Western University of Health Sciences
Cota, Stephanie, MSN
    University of Phoenix
Criseno, Erwin, MSN
    Emilio Aguinaldo College

Crowninshield, Elsie, DNP
    Loma Linda University
Da Costa, Brenda, MSN
    University of Phoenix
Da Luz, S. Keirre, MSW
    San Diego State University
Daroszewski, Ellen, PHD
    University of California - Los Angeles
Davis, Sandra, PHD
    University of California - San Francisco
Day, Elizabeth, MSN
    Virginia Commonwealth University
Denicola, Mary, DNP
    Frontier Nursing University
Der Torosian, Ivonne, MM
    University of Phoenix
Devkaran, Minu, MSN
    University of Phoenix
Diaz, Carolyn, MS
    California State University - Bakersfield
Domingo, Frenalyn, MSN
    Loma Linda University
Dunn, Amy, JD
    Whittier College
Eldridge, Beverly, MSN
    California State University - Stanislaus
Ferguson, Sandra, MBA
    Kaplan University - Cedar Rapids
Fernandez, Lea, MSN
    Liberty University
Ferrell, Charlotte, MA
    Wayne State University
Garrett, Liana, MSN
    University of California - Los Angeles
Gilderson, Andrew, MSN
    University of Phoenix
Goldsmith, Camille, MSN
    University of California - Los Angeles
Gounaris, Doreen, MM
    Brandeis University
Greenberg, Victoria, MS
    California State University - Long Beach
Gregory, Lynn, MA
    Brandman University
Grendell, Ruth, DNS
    University of San Diego

Gutierrez, Elsa, MBA
University of Phoenix
Hagenbaugh, Rachel, MSN
California State University -
Dominguez Hills
Hagerty, Marylyn, MSN
University of Phoenix
Haggins, Rosemary, DHA
University of Phoenix
Hankins, Julie Ann, MSN
California State University -
Long Beach
Hansen, Nicole, MSN
Duke University
Hariz, Frank, PHARMD
University of Southern
California
Harris-Luna, Marcia, PHD
Azusa Pacific University
Harrison, Staci, DNP
Touro University California
Haynes, Shawishi, MS
California State University -
Northridge
Hettig, Julie, MSN
California State University -
Long Beach
Horper, Penny, MS
University of California - San
Francisco
Huizinga, Jason, MS
California State University -
Long Beach
Huley, Pamela, MSN
University of Phoenix
Hunter, Kathy, DNP
University of San Francisco
Jaffe, Carolyn, MSN
University of Phoenix
Jamerson, Dianne, MA
Ashford University
Javier, Paula, MSN
University of Phoenix
Jones, Betty, MS
California State University -
Dominguez Hills
Jones, Gwendolyn, MSN
University of Phoenix
Kassis, Noura, EDD
Nova Southeastern
University
Khaghani, Fatemeh, EDD
Pepperdine University
Klakovich, Marilyn, DNS
University of San Diego
Krboyan, Gary, MBA
California State University -
Fresno
Krepps-Hoffer, Cyndi, DNP

University of Minnesota -
Twin Cities
Larramendy, Meg, MJ
Loyola University Chicago
Larson, Stephen, MBA
California State University -
Stanislaus
Latham, Margaret, MM
University of Phoenix
Layne, Lynann, MSN
University of Phoenix
Lecouve, Tisha, MSN
University of Phoenix
Lee, Julia Chaw-Chih, DNP
California State University -
Fresno
Lewis, Stephanie, MSN
University of Phoenix
Liggins-Fontenot, Kimberly,
DNP
California State University -
Fullerton
Logan, Jeff, MPH
California State University -
Fresno
Loughran, Stephen, MSN
California State University -
Los Angeles
Lovering, Gloria, MS
California State University -
Fresno
Lozano, Kathleen, MSN
University of Phoenix
Lund, Carla, MS
California State University -
Dominguez Hills
Lupinacci, Donna, MA
University of New Haven
Lush, Mary, PHD
University of California - San
Francisco
Luu, Arlene, JD
California Western School of
Law
Mabrey, Peter, MBA
University of Phoenix
Macpherson, Jacqueline, EDD
University of San Francisco
Mahoney, Helen, MD
University of California -
Irvine
Marcial, Marieta, MS
California State University -
Fresno
Marlin, Mary Frances, MSN
University of San Diego
Mason, Judy, MSN
Grand Canyon University
Mc Lean, Carol Jean, MSN

California State University -
Los Angeles
Mckenzie, Donna, MS
University of Utah
Mcmurray, Joyce, MSN
California State University -
Dominguez Hills
Merrin, Erin, MSN
University of Phoenix
Migaud, Margaret, DNP
Robert Morris University
Millar, Jennifer, MSN
University of Phoenix
Miller, Hilary, MSN
University of Phoenix
Mirshahzadeh, Mandana, DNP
Chatham University
Monroe, Pamela, MSN
Walden University
Mopsikoff, James, MS
California State University -
Los Angeles
Muro, Brandi, MPH
California State University -
Fresno
Nathan, Stephanie, MPH
Loma Linda University
Nevarez, Juan, MSN
University of Phoenix
Nguyen, Leon, PHARMD
University of Southern
California
Nguyen-Grozavu, France, PHD
University of California - Los
Angeles
Noeske, Keri, DNP
Grand Canyon University
Nwadike, Bismarck, MHA
University of La Verne
Nwamu, Henrietta, MS
University of Phoenix
Obeidat, Sara, MS
University of San Francisco
O'connor, Mary Jean, DNP
Maryville University of Saint
Louis
Omolewa, Pius, PHD
Walden University
Pence, Debra, MSN
University of Phoenix
Perez, Francisco, MBA
University of Phoenix
Pi, John, MBA Keller Grad
School of Mgt
Pogorelov, Vladlen, DNP
The University of Alabama
Postiglione, Esther, MPH
California State University -
Fresno

Price Noble, Kelly, DHA
University of Phoenix
Purcar, Elena, MSN
University of Phoenix
Quintana, Maria, MS
Sonoma State University
Reynolds, Charles, PHARMD
University of Southern
California
Rhodes, Torri, MSN
University of Phoenix
Riccio, Patricia, PHD
University of California - Los
Angeles
Rietta, Phil, MIS
University of Phoenix
Sakamoto, Rosario, DPH
Loma Linda University
Salsameda, Robert, MSN
University of Phoenix
Saluta, Alexis, MBA
University of Phoenix
Sanchez, Cynthia, DNP
California State University -
Fullerton
Sandoval, Ramiro, MBA
National University
Sarff, Laura, MBA
University of La Verne
Schaefer, Barbara, MS
University of Oklahoma
Schilling, Diana, MA
University of New Mexico
Schultz, Deborah, MSN
University of California - Los
Angeles
Schultz, Richard, PHD
Walden University
Sheffield, Diane, ND
Virginia Commonwealth
University
Shimizu, Maria, DNP
Boise State University
Simien-Robnett, Litanya, MSN
California State University -
Dominguez Hills
Slaughter, Djuanique, MPA
California State University -
Dominguez Hills
Spencer, Michael, PHARMD
University of California - San
Francisco
Spoelma, Susan, MBA
Golden Gate University
Stan-Ugbene, Oby, PHARMD
University of The Pacific
Stotts, Janet, MSN
University of Phoenix
Taylor, Frieda, MS

San Jose State University
Tilford, Melissa, MSN
    Grand Canyon University
Tomasi, Kimberly, MSN
    University of Phoenix
Torkildson, Christina, PHD
    University of California - San
    Francisco
Tran-Kim, Diana, DO
    West Virginia School of
    Osteopathic Medicine
Trolinger, Joann, MS
    University of California - San
    Francisco
Tsai, Lita, MA
    New York University
Valenzuela, Adela, MSN
    University of Phoenix
Vaughn, Stephanie, PHD
    University of San Diego
Velasquez, Mary, MS
    University of California - San
    Francisco
Vernaya, Marina, DNP
    Samuel Merritt University
Wade, Warren, PHD
    California Institute of
    Technology
Wallace, Mark, MAOM
    University of Phoenix
Watkins, Anne Marie, DNP
    University of Illinois at
    Chicago
Watson, Katherine, DNP
    Frontier Nursing University
Wdowin, Heather, DN
    Southwest College of
    Naturopathic Medicing &
    Health Sciences
West, Katharine, MSN
    Azusa Pacific University
Wiggins, Kathleen, DHA
    University of Phoenix
Wiles, Judy, MS
    University of California - San
    Francisco
Wright, Jacqueline, MSN
    University of Phoenix
Wright, Timothy, MSN
    Loyola University New
    Orleans
Yoakum, Stephanie, MSN
    University of California - Los
    Angeles
Young, Rachelle, MIS
    University of Phoenix
Zanfei, Kathryn, MS
    Purdue University
Zepeda, Martha, DNP

Walden University

COLLEGE OF EDUCATION

Deans

Executive Dean

Doris Savron, MBA

Program Dean

Ashley Bartley, MAED

Lisa Ghormley, MAED

Dean of Faculty

Jon Lewis, MAE

Academic Dean

Pamela Roggeman, EDD

Assistant Dean of Policy & Assessment

Alexandra Escobar, EDD

Dean of Operations

Shelly Hodges, MBA

Assistant Dean of Operations

Melinda Chiodi, MAED

Jeff Neilsen, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Bunton, Cheryl, MAED
California Polytechnic State University-San Luis Obispo

Cordell, Ronald, MAED
Point Loma Nazarene University

Cotton, Gary, EDD
University of the Pacific

Curci-Reed, Lori, EDD
University of West Florida

Davis, Erik, MA
University of Maryland Baltimore County

De Los Reyes, Natalie, MS
California Lutheran University

Dumais, Claudine, EDD
Pepperdine University

Elliott, Nancy, MAED
California State University - Long Beach

Elliott, Thomas, EDD
University of Phoenix

Hall, Douglas, MS
National University

Hert, Jennette, MED
National University

Hickman, Ryan, MA
National University

Hradnansky, Terre, EDD
Nova Southeastern University

Hulbert, Robert, MA
Saint Mary's College of California

Januse, Jaime, MED
National University

Johnson-Evans, Rochelle, EDD
Argosy University - Los Angeles

Kennedy, Sharon, EDD
Saint Mary's College of California

Lawrence, Richard, EDD
University of California - San Diego

Lindamood, Timothy, MS
National University

Peters, Dorothy, PHD
University of Phoenix

Sheffield, Lynne, EDD
University of La Verne

Smith, Gay Lynn, EDD
Argosy University - Santa Monica

Stone, Gregg, EDD
University of Southern California

Taylor, Julia, MA
University of California - San Diego

Tocco, Helen, MAED
San Diego State University

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COURSE GUIDE- COURSE DESCRIPTIONS
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2018-2019

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	College	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.
ACC 230	FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD	3	School of Business	In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.
ACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.

ACC 291	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.
ACC 291T	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 340	ACCOUNTING INFORMATION SYSTEMS I	3	School of Business	This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy.
ACC 349	COST ACCOUNTING	3	School of Business	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 400	ACCOUNTING FOR DECISION MAKING	3	School of Business	This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.
ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	School of Business	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	School of Business	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	School of Business	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes & errors, and the statement of cash flows.

ACC 455	CORPORATE TAXATION	3	School of Business	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	INDIVIDUAL/ESTATE TAXATION	3	School of Business	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	School of Business	This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
ACC 466	Advanced Accounting	3	School of Business	This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.

ACC 491	CONTEMPORARY AUDITING I	3	School of Business	This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	School of Business	This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 537	FINANCIAL ACCOUNTING	3	School of Business	In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 541	ACCOUNTING THEORY & RESEARCH	3	School of Business	In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	School of Business	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544	INTERNAL CONTROL SYSTEMS	3	School of Business	In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545	FINANCIAL REPORTING	3	School of Business	This course prepares students to address concepts of financial reporting for roles as CPA's. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	AUDITING	3	School of Business	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	TAXATION	3	School of Business	In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.
ACC 548	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	School of Business	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556	FORENSIC ACCOUNTING	3	School of Business	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 561	ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACCP 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACCTLAB	ACCOUNTING LAB	0	Non-College Specific	This workshop is an accounting lab that allows students to work on accounting principles.

ADM 511	Personnel Administration for Educators	3	College of Education	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	College of Education	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	College of Education	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	College of Education	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 516	Ethical and Legal Issues for Administrators	3	College of Education	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.
ADM 517	Special Education Program Administration	3	College of Education	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADM 590	INTERNSHIP ON THE PRINCIPALSHIP	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 591	INTERNSHIP ON THE SUPERINTENDENCY	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.

ADM 592	INTERNSHIP OF THE SUPERVISOR	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to- day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 510	VISIONARY LEADERSHIP: FOUNDATIONS OF LEADERSHIP	3	College of Education	This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.
ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 533	COACHING AS A LEADER	3	College of Education	This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.
ADMIN 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 540	LEADERSHIP IV: COMMUNITY	1	College of Education	This course focuses on community leadership, including representing and promoting the school's accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school's mission, vision, and goals. Field experience, portfolio, and practicum will be applied.
ADMIN 541	COMMUNITY LEADERSHIP	3	College of Education	This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.
ADMIN 550	LEADERSHIP V: ASSESSMENT OF LEADERSHIP	4	College of Education	This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.
ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	College of Education	This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of Education	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 596A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 596B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 596C	PRINCIPAL INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AED 222	INTRO TO THE EXCEPTIONAL LEARNER	3	College of Education	This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	College of Education	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	COMMUNITY-BASED EDUCATION	3	College of Education	This course provides an overview of community-based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

AET 552	MARKETING ADULT EDUCATION	3	College of Education	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 560	FACILITATING CHANGE	3	College of Education	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	College of Education	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	College of Education	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	College of Criminal Justice and Security	This course provides new College of Security and Criminal Justice graduate students with an introduction to the university's learning goals and resource utilization. Students will demonstrate graduate-level composition skills, communication skills and strategies for collaboration, critical thinking skills, the use of academically appropriate resources, and a basic knowledge of the United States Constitution.
AJS 504	SURVEY OF JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 514	CRIMINOLOGICAL THEORY	3	College of Criminal Justice and Security	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social- psychological approaches. This course also addresses victimology, to include topics such as victimization statistics, victimogenesis, and the prevention of victimization.
AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	College of Criminal Justice and Security	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.

AJS 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	ETHICS IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Relevant case studies will be used, as well as contemporary situations in ethics.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT	3	College of Criminal Justice and Security	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. It examines the specific factors to mitigate risk and the critical incident response to maintain order when risk management fails. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	PUBLIC POLICY ISSUES	3	College of Criminal Justice and Security	This course addresses the development and influence of public policy with respect to specific justice and security issues facing American society.

AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.
APAWKSHP	APA WORKSHOP	0	Non-College Specific	Non-credit bearing course ID for APA workshop offered at campus.
APB 001	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 002.

APB 003	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 004.
APB 005	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	College of Health Sciences and Nursing	This is assessment break period 006.

APB 010	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 020	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 030	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 040	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 050	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 060	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 070	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 080	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 090	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APMT 315	TECHNOLOGY AND SOCIETY	3	College of Social Sciences	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build, social and material capital. A special focus is on the benefits technology accrues to humans and communities as well as potential harmful effects of engaging with technology.
APMT 430	SOCIAL MEDIA AND HUMAN INTERACTION	3	College of Social Sciences	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology mediated relationships and social etiquette in cyber space.
APMT 440	INFLUENCE OF MEDIA ON BEHAVIOR	3	College of Social Sciences	This course explores the ways in which contemporary media shape cultures and human behaviors including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education and celebrity culture.

APMT 460	CYBER COMMUNICATIONS	3	College of Social Sciences	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations, and cyber commerce.
APMT 470	DIGITAL LEARNING	3	College of Social Sciences	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings. Emphasis will be placed on applying psychology principles to the efficacy of digital learning.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	This course offers a foundation in the visual arts,elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
ATD 309	CLASSROOM TEACHING AND TECHNOLOGY	3	College of Education	Students focus on strategies for instruction using traditional and alternative delivery method with an emphasis on teaching technology. Topics include instructional theories, lecture- based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.
AUT 510	Autism Spectrum Disorders: Foundations	3	College of Education	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	College of Education	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.

AUT 513	Autism Spectrum Disorders: Behavior Management	3	College of Education	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BACEU 2000	FOUNDATIONS IN DATA ANALYTICS	0.6	School of Continuing Education	Quantitative and qualitative data can both be used to investigate data behavior and patterns to enhance business productivity and decision-making. In this course, students will learn how data is analyzed and applied to the decision-making function of an organization. Concepts on data collection, processing, and integration will be presented as well as issues that may exist within the data. Students also will explore the role that statistics play in data analytics and learn about the multiple ways one can present data to tell a compelling story. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2010	DATABASE FUNDAMENTALS	0.6	School of Continuing Education	Organizations keep their business records within databases. To successfully extract information for use in business decisions, it is important to understand how data is structured and stored. In this course, students will learn the general principles involved in designing a database as it applies to a relational database model. Further, students will learn the terminology, data types, and integrity elements of database design and how queries allow data to be extracted from the database. To complete this course, students are required to have access to Microsoft Access software. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2020	BUSINESS INTELLIGENCE	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions that impact their future course of action. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis informs decision making. This course provides 0.6 continuing education units in one, 6-hour workshop.

BACEU 2030	DATA VISUALIZATION	0.6	School of Continuing Education	When faced with the prospect of understanding volumes of data, do reams of paper and spreadsheets make your eyes glaze over? Data visualization is the means by which lots of information can be more easily viewed - and understood - through charts, infographics, mind maps, and more. Students in this course will explore the tools used to create graphical representations that integrate significant data and analyses into engaging graphics, without losing sight of communicating the key information. This course provides 0.6 continuing education units in one, 6-hour workshop.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	College of Criminal Justice and Security	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Criminal Justice and Security	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	College of Criminal Justice and Security	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.
BCC 403	GLOBAL TECHNOLOGY AND CYBERCRIME	3	College of Criminal Justice and Security	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BECEU 1115	HUMAN CAPITAL	0.6	School of Continuing Education	Building strong human capital is key in staffing an organization that outperforms the competition. The human resource function plays a major role in building human capital, operating as a business partner for various departments within the company. Human resource professionals are expected to plan, organize, direct, and control strategic and operational activities related to human capital. This course will explore the role of the human resource department in collaborating with both internal and external partners to aid the organization in achieving strategic goals. It will focus on assessing risks, defining goals, assessing organization structure, and ensuring federal regulations and laws are followed. This course provides 0.4 continuing education units in one 4-hour workshop.
BECEU 1125	ORGANIZATIONAL BEHAVIOR	0.6	School of Continuing Education	Every organization, department and team has its own organizational dynamic. The team members, organization structure, company climate, and employee attitudes all play into organizational behavior. Organizational behavior affects the success of a company, and managers must be equipped to deal with the challenges that arise within their teams. In this course, students will learn the definition of organization behavior, variables and characteristics that influence organizational behavior at the individual and team level as well as how attitudes of employees drive the culture of the organization. This course provides 0.6 continuing education units in one, 6-hour workshop.

BECEU 1130	CUSTOMER SERVICE	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.
BECEU 1175	SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	Effective management of the supply chain helps prepare an organization to navigate through changes in demand and supply over the life cycle of a product. Strategic decisions related to supply chain design, planning, and operation contribute to an organization's productivity and profitability. In this course students gain an understanding of what a supply chain is and the various issues that must be considered when designing, planning, or operating a supply chain. Students also learn how companies achieve strategic fit between its supply chain strategy and its competitive strategy in order to design, make, and deliver products and services in an efficient and cost effective manner. This course provides 0.6 continuing education units in one, 6-hour workshop.
BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	College of Social Sciences	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 100	INTRODUCTION TO LIFE SCIENCE WITH LAB	4	College of Humanities and Sciences	This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

BIO 101	PRINCIPLES OF BIOLOGY	3	College of Humanities and Sciences	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	CONSERVATION BIOLOGY	3	College of Humanities and Sciences	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	College of Humanities and Sciences	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 315	ECOLOGY AND EVOLUTION	3	College of Humanities and Sciences	This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	INVERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	ENTOMOLOGY	3	College of Humanities and Sciences	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	College of Humanities and Sciences	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 350	GENERAL BIOLOGY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	GENERAL BIOLOGY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
BIO 405	HUMAN BIOLOGY	3	College of Humanities and Sciences	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	College of Humanities and Sciences	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	BUSINESS INFORMATION SYSTEMS	3	School of Business	This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BIS 375	SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS	3	School of Business	This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

BLE 571	Instructional Techniques and Methods	3	College of Education	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BMCEU 5005	ENTREPRENEURSHIP	0.6	School of Continuing Education	Some people are driven to be their own boss. Becoming an entrepreneur provides that opportunity, but it comes with a unique and broad set of responsibilities. As a small business owner, an entrepreneur holds the responsibility for success or failure of their organization. Entrepreneurs both lead and manage risks, and are responsible for all functions of a business. This course will introduce students to the principles of entrepreneurship, the components of starting a business, and resources necessary. Students will also explore how leadership plays a role in the success of a business. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5010	FINANCIAL ANALYSIS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5015	MARKETING PRINCIPLES	0.6	School of Continuing Education	At a strategic level, marketing provides many elements that guide an organization's development and execution of its business strategy. Marketing also plays a key role in identifying the competitive set, defining points of differentiation and establishing the brand. This course explains the role marketing plays in the development and execution of a business strategy and how this affects an organization. In this course, students will learn the principles of the marketing mix and the 4-Ps of marketing: Product, Price, Place, and Promotion. This course provides 0.4 continuing education units in one 4-hour workshop.

BMCEU 5020	OPERATIONS AND SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	It is the function of supply chain management to enable an organization to get things done, ensure materials and supplies are on hand at the right time, and create processes by which a business functions. Supply chain professionals who understand how to procure resources, produce goods, and sequence activities on time are critical to the success of a business and to the cost-efficient delivery of goods and services. This course covers the basics of operations and supply chain management. Students will learn why supply chain is an essential business function and how it drives the cost-efficient, on-time delivery of goods and services. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5030	ACCOUNTING BASICS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	Every organization has a need to keep track of spending and income which are some of the core elements of the accounting function. Accounting provides ongoing visibility into financial progress and is used both internally and externally to communicate performance. This course focuses on common accounting principles that govern organizations and ways the business manager can use this information. Students will learn how the accounting system relates to business activity and will identify methods of accounting for assets, inventory, and liabilities. Student also explore methods of calculating the time value of money as well as stockholders' equity. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5035	BUSINESS LAW AND ETHICS	0.6	School of Continuing Education	Supervisors blend the role of a leader and manager in guiding a team of employees to achieve the goals of an organization. In this role, supervisors are expected to act both legally and ethically and are expected to provide an example for their team. This course will explore the relationship between law and ethics and set the stage for the importance of conducting oneself in a legal and ethical manner to protect the organization. Students will complete an ethics self-assessment to guide them in decision making when faced with ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5040	STRATEGIC PLANNING SKILLS	0.6	School of Continuing Education	This course will provide students with a process for developing a clear understanding of a business's culture, operations, and market position in order to develop a strategic plan. That plan serves as a blueprint for gaining the competitive advantage necessary for an organization's success now and in the future. Students will develop an approach to formulate the strategic programs and initiatives critical to effectively leading and managing an organization. This course provides 0.6 continuing education units over one 6-hour workshop.

BMCEU 5065	SALES MANAGEMENT	0.6	School of Continuing Education	The core of every business is its sales team. Without sales, a company cannot financially survive. This course explores how to select an effective sales team and implement strategies to measure performance. Students learn how managing sales territories aligns with sales goals. Students will learn how territory management and sales forecasts relate to the sales function, then how to motive sales teams to reach the sales forecasts.
BMCEU 5090	CREATING A BUSINESS PLAN	0.6	School of Continuing Education	The lack of a plan is the primary reason businesses struggle. The business plan is not a one time endeavor, but a living document that grows and changes with the business. If there is not a formal business plan how can success be measured. In this course, students will learn the elements of a business plan and what is included in each element. Students will explore the concept of vendor financing and how the elements of a business plan align to securing financing. This course provides 0.6 continuing education units over one 6-hour workshops.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	College of Criminal Justice and Security	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.

BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	College of Criminal Justice and Security	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	College of Criminal Justice and Security	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 301	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	School of Business	This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	School of Business	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	College of Criminal Justice and Security	This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.
BPA 321	PERSONNEL MANAGEMENT	3	College of Criminal Justice and Security	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at- will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	College of Criminal Justice and Security	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non- profit organizations as well as in the international arena.

BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	College of Criminal Justice and Security	This course focuses on the implementation of public policy decisions through the identification and development of specific cincorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	RESEARCH IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	College of Criminal Justice and Security	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.

BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	College of Criminal Justice and Security	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	College of Criminal Justice and Security	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	College of Criminal Justice and Security	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	College of Criminal Justice and Security	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.

BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	URBAN AND REGIONAL PLANNING	3	College of Criminal Justice and Security	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	College of Criminal Justice and Security	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.

BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	School of Business	This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	CUSTOMER SERVICE MANAGEMENT	3	School of Business	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	SALES, TOOLS, AND STRATEGIES	3	School of Business	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.
BRM 246	RETAIL MARKETING: MERCHANDISING	3	School of Business	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 266	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	School of Business	This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 268	PRINCIPLES OF FOOD RETAILING	3	School of Business	This course will introduce merchandising, operating, technology, and financial considerations necessary for successful food retailing management. Students will evaluate and apply principles unique to food retail organizations such as: food store formats, food store operations, product replenishment, and the integrated food supply chain. Other topics include manufacturing and wholesale distribution, and financial principles specific to the food retail industry.
BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	School of Business	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 277	LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE	3	School of Business	This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill- building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.

BRM 353	PRODUCT AND BRAND MANAGEMENT	3	School of Business	This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.
BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	School of Business	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 310	BUSINESS SYSTEMS	3	College of Information Systems and Technology	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.
BSA 375	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	College of Health Sciences and Nursing	This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems development life cycle (SDLC) will be fundamental to the course.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	College of Information Systems and Technology	This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.
BSA 412	SYSTEMS ANALYSIS TOOLS	3	College of Information Systems and Technology	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSA 413	IT SERVICE MANAGEMENT	3	College of Information Systems and Technology	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT CAPSTONE	3	College of Information Systems and Technology	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	BUSINESS SYSTEMS I	3	College of Information Systems and Technology	This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BSA 502	BUSINESS SYSTEMS II	3	College of Information Systems and Technology	This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS AUDITING PROCESSES	3	College of Information Systems and Technology	This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.
BSA 510	IT GOVERNANCE AND MANAGEMENT	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (www.isaca.org) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	College of Information Systems and Technology	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	College of Information Systems and Technology	The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise's strategies and objectives.

BSA 525	INFORMATION ASSETS PROTECTION	3	College of Information Systems and Technology	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.
BSA 530	IT ARCHITECTURE	3	College of Information Systems and Technology	The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.
BSA 570	ANALYTIC PROGRAMMING	3	College of Information Systems and Technology	This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.

BSA 580	STATISTICAL BUSINESS ANALYTICS	3	College of Information Systems and Technology	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCEU 1005	PROBLEM-SOLVING SKILLS	0.6	School of Continuing Education	One of the essential constants in business is that problems arise that need to be solved. This course provides students with the tools to solve problems. In a corporate environment, using specialized groups to solve problems is becoming more and more common. Knowing how to work in groups to solve problems will enhance the student's effectiveness and value to an organization. This course will show students the fundamentals of problem solving -- from defining a problem, to identifying solutions and then presenting to the key decision-makers in an organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1010	BASIC BUSINESS MATH	0.6	School of Continuing Education	Most business transactions involve some form of math. Transactions commonly include commissions, markups and markdowns, discounts, sales tax, interest calculations, and installment loan payments. This course begins with a review of the basic mathematical concepts of whole numbers, fractions, decimals, percentages, simple equations, and percentage formulas. Students will then learn how these basic concepts are applied to business applications. Graphs commonly used in business, as well statistical applications for business are presented. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1015	DEALING WITH CHALLENGING CUSTOMER INTERACTIONS	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1020	EMOTIONAL INTELLIGENCE FOR MANAGERS	0.6	School of Continuing Education	To be an effective manager it is important to be aware of emotional intelligence and its significant impact on the ability to manage effectively. In this course, students will assess their current emotional intelligence capabilities, determine their strengths, and identify areas of improvement. Students will examine how emotions affect behavior and how those behaviors impact their relationships with others. Students will also be introduced to strategies for managing the emotional energy in themselves and others. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1025	BASIC COMPUTER SKILLS	0.6	School of Continuing Education	In today's workplace a person must be computer literate to be productive. Computer literacy is a combination of understanding the hardware, software, operating system and productivity software elements and how they interact. In this course, students will learn with basic computer components and function of each component. Using Windows 7 as the operating system, students will explore methods for managing files and folders and customizing the desktop. Students will learn about various software applications used to be productive in a business environment. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1030	PROJECT MANAGEMENT SKILLS FOR NON-PROJECT MANAGERS	0.6	School of Continuing Education	Even if not formally employed as a project manager, one may occasionally be called upon to lead a small- to medium-sized project for their organization. In this course, students learn the basics of the project management process and the tools needed to manage small- to medium-size projects. Project planning and project implementation will be explained and how these processes play into delivering a project on time and on budget. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1035	ETHICAL DECISIONS-MAKING ESSENTIALS	0.6	School of Continuing Education	Making ethical decisions can be a difficult task. The decision-maker must collect details about the situation, consider the ethical issues and people involved, and then implement the best action possible. This course provides students with a self-assessment, tools, and techniques to make ethical decisions. Students will be able to use ethical decision-making concepts to select the best decision in various ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1040	MANAGING CONFLICT	0.6	School of Continuing Education	In order to manage conflict, it is helpful to both understand how individuals react in conflict situations and identify what they can do to reduce conflict. This course will provide students with tools and assist you in understanding and implementing strategies that will help you manage conflict effectively. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1045	MAKING EFFECTIVE DECISIONS	0.6	School of Continuing Education	Decision-making skills are essential in today's workplace. Whether making simple or complex decisions, one needs to consider various factors that influence a decision and its results. This course provides methods and techniques used to make effective decisions. Students learn decision-making concepts and strategies used to decide upon the best choice in various situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1100	BASIC WORD PROCESSING WITH MICROSOFT WORD	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the basic functions of Word, which is designed to help users move smoothly through the task of creating professional documents. Students will learn how to create and edit simple documents, format, add tables and lists, incorporate design elements, and proof documents. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1150	ADVANCED WORD FEATURES	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the advanced features of Word including creating complex documents, automating tasks, and methods to maintain consistency between documents. Students will learn how to control text flows between paragraphs and pages, insert hyperlinks, and modify how graphics and text appear together on the pages. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1200	ORGANIZING YOUR DAY WITH OUTLOOK BASICS	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the basic features of Outlook and the interface, Students learn how to create and send emails, to use Outlook to manage appointments and meeting, maintain contact information, create Tasks and Notes, and customize the Outlook interface. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1240	ADVANCED OUTLOOK FEATURES	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the more advanced features of Outlook. Students learn how to use advanced messaging options, calendar management, share Outlook workspaces with other users, and manage Outlook data files. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1300	FOUNDATIONS OF MICROSOFT EXCEL	0.6	School of Continuing Education	Organizations rely on information to make sound decisions. The ability to make sense of all of that data is becoming more challenging and a tool like Microsoft Excel can assist in organizing and presenting data. In this course, students will explore the basic foundational skills of Microsoft Excel. Students will learn how to perform calculations, modify and format worksheets, print workbooks, and manage workbooks. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1350	INTERMEDIATE FEATURES OF MICRSOFT(R) EXCEL(R)	0.8	School of Continuing Education	Using Excel(R) software's advanced spreadsheet functions, users are able to improve their efficiency and effectiveness by using powerful tools provided in the software. Users can extract and organize data using tools and formulas, sort and filter data, create PivotTables and PivotCharts, and customize workbooks. In this course, advanced formulas and various tools to analyze data will be presented. Students will learn to organize table data, present data as charts, and enhance the look and appeal of workbooks by adding graphical objects. This course provides 0.8 continuing education units over one 8-hour workshop.

BSCEU 1375	ADVANCED FEATURES OF MICROSOFT(R) EXCEL(R)	0.8	School of Continuing Education	For users that are called upon to analyze and report on data frequently, the advanced features of Excel(R) automate repetitive processes so users can focus on what is really important. This course will take a deeper dive into the advanced functions of Excel including, how to use Excel to collaborate with colleagues, automate complex or repetitive tasks, and use conditional logic to construct and apply elaborate formulas and functions. Having this knowledge will put the full power of Excel right at the user's fingertips. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCEU 1400	INTRODUCTION TO MICROSOFT POWERPOINT	0.6	School of Continuing Education	In today's workplace, information is constantly streaming in and increasing each day, and with so much information it can be difficult to grab people's attention. This course introduces students to the basic concepts of Microsoft(R) PowerPoint(R) for presenting clear, organized, and engaging information. Students will learn how to use the vast array of features and functionality of PowerPoint(R) as well as identify ways to organize content, enhance it with high-impact visuals, and effectively deliver content. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1470	ADVANCED FEATURES OF MICROSOFT(R) POWERPOINT(R)	0.8	School of Continuing Education	Professionals are commonly called upon to deliver presentations with little notice, at multiple venues, and with varying requirements. Given all the variables, it may seem overwhelming for presenters to deliver their content on time and to a variety of audiences. Microsoft(R) PowerPoint(R) 2013 provides tools to help users deliver content for nearly any situation, using time effective software that provides predesigned templates. This course will introduce students to an advanced-level usability, security, collaboration, and distribution functionality of PowerPoint(R) 2013. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

BSCOM 234	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 268	FOUNDATIONS OF MASS COMMUNICATION	3	School of Business	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	ADVERTISING AND THE MEDIA	3	School of Business	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 324	COMMUNICATION RESEARCH	3	School of Business	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.

BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	School of Business	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336	COMMUNICATION THEORIES AND PRACTICE	3	School of Business	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	School of Business	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 360	ORGANIZATIONAL COMMUNICATION	3	School of Business	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

BSCOM 384	MARKETING COMMUNICATIONS	3	School of Business	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 385	PUBLIC RELATIONS AND MESSAGE MANAGEMENT	3	School of Business	This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship- building strategies, crisis communication, ethics, and the development of public relations messages.
BSCOM 386	SALES COMMUNICATIONS	3	School of Business	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.
BSCOM 390	INTERCULTURAL COMMUNICATION	3	School of Business	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

BSCOM 410	MEDIA AND SOCIETY	3	School of Business	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	COMMUNICATION LAW	3	School of Business	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	School of Business	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 460	ETHICS AND COMMUNICATION	3	School of Business	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	School of Business	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	School of Business	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	School of Business	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).

BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).
BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	College of Social Sciences	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.
BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	College of Social Sciences	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	College of Social Sciences	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	College of Social Sciences	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.

BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	College of Social Sciences	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 407	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	CHILDHOOD ABUSE AND NEGLECT	3	College of Social Sciences	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 411	FIELD EXPERIENCE/PART II	3	College of Social Sciences	Curriculum Guide Description 04/01/2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.

BSHS 415	FIELD EXPERIENCE I	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.
BSHS 415O	ORIENTATION TO FIELD EXPERIENCE	0	College of Social Sciences	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.
BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	College of Social Sciences	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	College of Social Sciences	This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425

BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	College of Social Sciences	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426
BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438	CARE FOR AGING POPULATIONS	3	College of Social Sciences	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.
BSHS 439	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	College of Social Sciences	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.
BSHS 455	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self- responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.
BSHS 458	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	College of Social Sciences	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475	FIELD EXPERIENCE II	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2- hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	College of Social Sciences	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.
BSHS 491	FIELD EXPERIENCE /PART III	3	College of Social Sciences	This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.
BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	College of Education	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	College of Criminal Justice and Security	This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	College of Criminal Justice and Security	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	College of Criminal Justice and Security	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483	WORLD VIEW OF HOMELAND SECURITY	3	College of Criminal Justice and Security	Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	FOUNDATIONS OF BUSINESS	3	School of Business	In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.

BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.
BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	SEMINAR IN BUSINESS TOPICS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	School of Advanced Studies	This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

BUS 731	TRANSFORMING THE BUSINESS I	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.
BUS 732	TRANSFORMING THE BUSINESS II	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	School of Advanced Studies	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
BUSP 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.

CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	School of Business	This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population- specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES	3	College of Social Sciences	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR	3	College of Social Sciences	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	College of Social Sciences	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	PSYCHOMETRICS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations

CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co- leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	College of Social Sciences	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 585	COMMUNITY COUNSELING	3	College of Social Sciences	This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.
CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	College of Social Sciences	This course is an orientation to the practicum and internship.
CCMH 597A	INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597B	INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597C	INTERNSHIP C	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CHM 109	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 110	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 150	GENERAL CHEMISTRY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	GENERAL CHEMISTRY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
CIS 207	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 207T	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.

CIS 211	OFFICE SOFTWARE SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.
CIS 291	PC AND DEVICE FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 293	NETWORK TROUBLESHOOTING AND SUPPORT	3	College of Information Systems and Technology	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 295	INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-902 exam.

CIS 297	COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-902 exam.
CIS 298	HEALTHCARE IT	3	College of Information Systems and Technology	This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	College of Information Systems and Technology	The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.
CIS 568	INFORMATION SYSTEMS CONCEPTS	3	College of Information Systems and Technology	This Course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	College of Information Systems and Technology	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	College of Information Systems and Technology	This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	College of Information Systems and Technology	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.

CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	College of Information Systems and Technology	This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	INTERNET BUSINESS CONCEPTS	3	College of Information Systems and Technology	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	NETWORK TECHNOLOGY FOUNDATIONS	3	College of Information Systems and Technology	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 304	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 305	CRIMINAL LAW	3	College of Criminal Justice and Security	This course is an introduction to the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment and the way criminal law impacts crime victims are also discussed.
CJA 314	CRIMINOLOGY	3	College of Criminal Justice and Security	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments; searches and seizures; interrogations and confessions; identifications; and pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examining homeland security issues.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 325	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 333	POLICING THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.
CJA 335	RESEARCH STATISTICS	3	College of Criminal Justice and Security	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 345	RESEARCH METHODS AND EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 355	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	College of Criminal Justice and Security	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 373	CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	INTERAGENCY COMMUNICATION	3	College of Criminal Justice and Security	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter- organizational communication, and potential collaboration models are explored.
CJA 383	INSTITUTIONAL AND COMMUNITY CORRECTIONS	3	College of Criminal Justice and Security	An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 394	CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 395	CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 444	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.
CJA 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.
CJA 475	FORECASTING AND STRATEGIC PLANNING	3	College of Criminal Justice and Security	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 483	FUTURES OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.
CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of human services in the criminal justice system as addressed by criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 200	FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the foundational elements of the criminal justice system. Students will begin to examine this system from its influential past to its multi- faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems, their impact, and their roles in our society. Other topics include crime causation, terrorism.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical and philosophical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.
CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.

CJS 210	FUNDAMENTALS OF POLICING	3	College of Criminal Justice and Security	This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational structure of police departments. This course will also discuss the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.
CJS 211	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	College of Criminal Justice and Security	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 220	INTRODUCTION TO CRIMINAL COURT SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.
CJS 231	CRIMINOLOGY	3	College of Criminal Justice and Security	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	VICTIMOLOGY	3	College of Criminal Justice and Security	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and explanations for delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJS 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and Security	This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future ontegration of private security services in law enforcement agencies.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMC 240	INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER	3	School of Business	Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. They will furthermore do this with an eye toward social responsibility and professional ethics.

CMC 260	COMMUNICATION VARIETY: THE SPICE OF LIFE	3	School of Business	The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMCEU 1000	EFFECTIVE BUSINESS COMMUNICATION	0.6	School of Continuing Education	To be successful in the business environment, one must be able to develop ideas, express them clearly, and persuade others of their viability. This course offers students effective strategies to sharpen their writing skills in letters and reports by structuring their ideas logically, exercising diplomacy and shaping their arguments for optimal effect. Students will also learn proper communication etiquette and the need for professionalism in various forms of business communication. This course provides 0.8 continuing education units in two 4-hour workshops.
CMCEU 1030	FACE TO FACE COMMUNICATION	0.6	School of Continuing Education	Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. In this course, students discover the power and need for face-to-face communication and how to improve skills to become a competent communicator. Topics include verbal and non-verbal elements of message delivery, how words are used to create positive relationships and resolve conflict, and how good listening ability factors into human interaction. Ways to adapt face-to-face communication principles for remote settings are also explored. This course provides 0.6 continuing education units in one, 6-hour workshop.
CMCEU 1040	TIME MANAGEMENT	0.6	School of Continuing Education	Time is a form of currency, and the ways that we talk about it illustrate its value: we say "Time is money," and "My time was well spent," or "It's a waste of time." Like most professionals, you've probably struggled with managing this resource effectively. In this course, you will practice techniques that will help you achieve more effective use of your time so that you can direct your energy towards the activities that will further your professional and personal goals. You will identify effective time-management strategies, including defining personal and professional goals, establishing priorities, and identifying the tasks that will be critical to achieving those goals. You will also create a personal time-management action plan. This course provides 0.6 continuing education units in one, 6-hour workshop.

CMGT 245	IS SECURITY CONCEPTS	3	College of Information Systems and Technology	This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	College of Information Systems and Technology	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	College of Information Systems and Technology	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 413	APPLICATION ACQUISITION AND SOURCING	3	College of Information Systems and Technology	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	ENTERPRISE SECURITY	3	College of Information Systems and Technology	This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	College of Information Systems and Technology	This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP's ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.
CMGT 433	CYBER SECURITY	3	College of Information Systems and Technology	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.

CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	College of Information Systems and Technology	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
CMGT 445	APPLICATION IMPLEMENTATION	3	College of Information Systems and Technology	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 554	IT INFRASTRUCTURE	3	College of Information Systems and Technology	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	College of Information Systems and Technology	This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.

CMGT 556	ENTERPRISE MODELS	3	College of Information Systems and Technology	This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	College of Information Systems and Technology	The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.
CMGT 575	CIS PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break- down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.
CMGT 578	CIS STRATEGIC PLANNING	3	College of Information Systems and Technology	This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organizations current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.

CMGT 582	SECURITY & ETHICS	3	College of Information Systems and Technology	The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS INTEGRATION	3	College of Information Systems and Technology	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	College of Social Sciences	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CMHC 597C	INTERNSHIP C	3	College of Social Sciences	Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.

CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	College of Social Sciences	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.
CNSL 502	GRADUATE PORTFOLIO I	0	College of Social Sciences	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CNSL 503R	RESIDENCY I	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)
CNSL 513R	RESIDENCY II	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)

CNSL 523R	RESIDENCY III	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)
CNSL 556	PORTFOLIO II	0	College of Social Sciences	Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.
COM 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.
COM 295T	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 340	MASS COMMUNICATION	3	School of Business	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication in the future.
COM 516	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	College of Education	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.
COM 537	ORGANIZATIONAL COMMUNICATIONS	3	School of Business	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Social Sciences	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	COMMUNICATION STRATEGIES	1	School of Advanced Studies	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	College of Humanities and Sciences	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	School of Business	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	School of Business	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMM 470	COMMUNICATING IN THE VIRTUAL WORKPLACE	3	School of Business	This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.
COMP 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.

COMPROG	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program for Computer Programming.
COMPROGLAB	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program Computer Programming Labs.
CONFWKSP	CONFLICT RESOLUTION FOR STUDY GROUPS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
CPMGT 300	PROJECT MANAGEMENT	3	School of Business	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	School of Business	This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.
CPMGT 302	PROCUREMENT AND RISK MANAGEMENT	3	School of Business	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	School of Business	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	LEADING PROJECTS IN ORGANIZATIONS	3	School of Business	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	PROJECT MANAGEMENT CAPSTONE	3	School of Business	This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.
CPMGT 310	PROJECT MANAGEMENT METHODOLOGIES	3	School of Business	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY	3	School of Business	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to rapidly deliver improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning tracking, and tools for defining and measuring progress.
CPMGT 312	PROGRAM MANAGEMENT	3	School of Business	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Social Sciences	This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.
CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	College of Social Sciences	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.
CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	College of Social Sciences	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	College of Social Sciences	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	College of Social Sciences	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	College of Social Sciences	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	College of Social Sciences	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.

CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	College of Social Sciences	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	College of Social Sciences	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	PROGRAM FACILITATION SKILLS	3	College of Social Sciences	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	College of Social Sciences	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.

CPSS 405	WORKING WITH SEX OFFENDERS	3	College of Social Sciences	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	College of Social Sciences	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	College of Social Sciences	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	College of Social Sciences	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	College of Social Sciences	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	College of Social Sciences	This course allows students to examine the complex correlation between of family dynamics and juvenile deliquency. Students explore topics related to prevention, development, and rehabilitation.

CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	College of Social Sciences	This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	College of Social Sciences	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	College of Social Sciences	This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.

CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	College of Social Sciences	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	College of Social Sciences	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	CULTURE AND COMMUNICATION	3	School of Business	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	School of Business	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.

CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	School of Business	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 477	RACE AND CLASS IN THE MEDIA	3	School of Business	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.
CSS 422	SOFTWARE ARCHITECTURE	3	College of Information Systems and Technology	This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
CSS 562	PROGRAMMING CONCEPTS	3	College of Information Systems and Technology	This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CTEC 510	Overview of Career and Technical Education	3	College of Education	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	College of Education	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	College of Education	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.
CTEL 502	ASSESSMENT AND INSTRUCTION	4	College of Education	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards- based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDAIE such as resources, approaches and methods, listening and speaking, and reading and writing.

CTEL 503	CULTURE AND INCLUSION	4	College of Education	This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.
CTSKILLS	CRITICAL THINKING WORKSHOP	0	Non-College Specific	The ability to think critically, solve problems, and make decisions is a valuable skill that students will need to apply both in their professional lives and academic careers. Some decisions are routine and require little, if any, contemplation. Other decisions are complex and require a considerable amount of thought and reflection. This three hour seminar introduces students to the concept of assumptions in critical thinking and presents a model to aid in the examination of complex decisions. First, students are presented with a definition of assumptions, an explanation of how assumptions are developed, and an examination of strategies for identifying assumptions that drive their own behavior. It also presents the critical thinking definition of argument and how language is used to support or discredit arguments. Second, students are presented with a five-step problem solving model. Whether a complicated work problem, a difficult assignment at school, or a major life decision; this model gives students a tool for evaluating situations, developing alternatives, and shaping a plan of action.
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	College of Education	Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	College of Education	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	College of Education	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	College of Education	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	ADVOCATING FOR LEARNING	3	College of Education	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.

CUR 525	ETHICAL ISSUES IN EDUCATION	3	College of Education	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision- making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	ASSESSMENT OF LEARNING	3	College of Education	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	College of Education	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school- wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.
CUR 532	FACILITATING ONLINE LEARNING	3	College of Education	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	College of Education	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
CUR 540	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	College of Education	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	College of Education	Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.
CUR 550	ENGAGING IN COMMUNITIES OF PRACTICE	3	College of Education	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	College of Education	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high- quality staff development and learning networks.
CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	School of Advanced Studies	Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712	CURRICULUM THEORY	3	School of Advanced Studies	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	School of Advanced Studies	This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	CURRICULUM DESIGN	3	School of Advanced Studies	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	INSTRUCTIONAL MODELS	3	School of Advanced Studies	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	ASSESSMENT OF STUDENT LEARNING	3	School of Advanced Studies	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	School of Advanced Studies	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CVCEU 2100	THE 5 CHOICES(R) TO EXTRAORDINARY PRODUCTIVITY	1.6	School of Continuing Education	The ordinary just happens, but extraordinary - that's a choice. Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten the ability to think clearly, make good decisions, and accomplish what matters most leaving individuals worn out and unfulfilled. This course offers the exceptional FranklinCovey(R) The 5 Choices of Productivity. This course presents time management redefined for the twenty-first century offering insights to increase productivity of teams, individuals, and organizations while empowering individuals to make more selective, high-impact choices about where to invest valuable time, attention, and energy. This 16 instructional hour course issues 1.6 continuing education units.
CVCEU 2500	RULE YOUR TECHNOLOGY DON'T LET IT RULE YOU	0.6	School of Continuing Education	Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten our ability to think clearly, make good decisions, and accomplish what matters most, leaving individuals worn out and unfulfilled. This course covers Choice 4 from the exceptional FranklinCovey (TM) The 5 Choices of Productivity. This materials is time management redefined for the twenty-first century: offering insights to increase productivity through the use of technology. This course provides .6 continuing education units in one, 6-hour workshop.
CYB 205	Infrastructure Administration	3	College of Information Systems and Technology	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.

CYB 409	Information Systems Leadership, Projects and Operations	3	College of Information Systems and Technology	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 492	Capstone Bachelor Implementation	3	College of Information Systems and Technology	This capstone project is the implementation phase of the capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense and other Core Courses, and the twelve selected Elective courses.
DAT 335	User Interface Principles and Design	3	College of Information Systems and Technology	This course introduces principles and techniques of user interface design with particular emphasis on databases.
DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	School of Business	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.

DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	College of Information Systems and Technology	This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	College of Information Systems and Technology	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.
DBM 296	ADMINISTERING A SQL SERVER	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.
DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.

DBM 380	DATABASE CONCEPTS	3	College of Information Systems and Technology	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	DATABASE CONCEPTS	3	College of Health Sciences and Nursing	This course covers health care database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration within the health care industry.
DBM 384	SPECIAL PURPOSE DATABASES	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	College of Information Systems and Technology	This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	DATABASE MANAGEMENT	3	College of Information Systems and Technology	The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.
DEVQA 898	TEST COURSE 4	3	Non-College Specific	
DEVQA 899	TEST COURSE 5	3	Non-College Specific	
DEVQA 997	TEST COURSE 1	3	Non-College Specific	

DEVQA 998	TEST COURSE 2	4	Non-College Specific	
DEVQA 999	TEST COURSE 3	3	Non-College Specific	
DEVQA LAD	TEST COURSE 6	10	Non-College Specific	test course
DEVQA898	TEST COURSE 4	3	Non-College Specific	

DEVQA899	TEST COURSE 5	3	Non-College Specific	
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	School of Advanced Studies	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level. 3 credits.
DHA 714	HEALTH CARE MARKETING	3	School of Advanced Studies	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services. 3 credits.
DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	School of Advanced Studies	Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	HEALTH CARE ECONOMICS	3	School of Advanced Studies	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services. 3 credits.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	School of Advanced Studies	Contemporary administration requires a thorough understanding of governmental policy and regulatory development process. Students analyze the history of health financing legislation and regulatory implications of the Medicare and Medicaid programs. This course examines the impact of emerging social, economic, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	School of Advanced Studies	This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology. 3 credits.
DHA 724	GLOBALIZATION OF HEALTH CARE	3	School of Advanced Studies	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development. 3 credits.

DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	School of Advanced Studies	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision-making. Students will apply this science in the analysis of emerging health epidemics and diseases. 3 credits.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	School of Advanced Studies	This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings. 3 credits.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge. 3 credits.
DHAX 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DISCWKSP	DISC FOR STUDY GROUPS	0	Non-College Specific	The DiSC for Study Groups is a class that provides a personality profile and behavioral profile for students to help them improve their communication and interaction with other study group members. It is designed to help students succeed in their study groups.
DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	School of Advanced Studies	This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 720N	PROPOSAL SEMINAR	3	School of Advanced Studies	This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 720R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This 3-day residency course begins the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This course will incorporate students from various doctoral programs/disciplines.
DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines. 3 credits.
DOC 723	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines.

DOC 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	School of Advanced Studies	This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.

DOC 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	School of Advanced Studies	This 3-day residency course is designed to facilitate the process through an approved doctoral proposal to final submission of the doctoral dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 735	RESEARCH PROPOSAL	3	School of Advanced Studies	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	DISSERTATION I	3	School of Advanced Studies	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736C	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC/737.

DOC 736IA	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IC	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736N1	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737

DOC 736N2	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737.
DOC 736N3	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737
DOC 737	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/ mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 737I	DISSERTATION II	3	School of Advanced Studies	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner/chair agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737N	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738B	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738C	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738IA	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IC	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N1	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738N2	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738N3	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 740R	ANNUAL RENEWAL RESIDENCY	0	School of Advanced Studies	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
DOC 741	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.

DOC 741A	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 741R	ANNUAL RENEWAL RESIDENCY	2	School of Advanced Studies	This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.
DOC 742	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to the Concept Review.
DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will allow the student to submit to the Concept Review.

DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.

DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 893	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 988	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 989	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 991	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 992	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 993	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 994	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 999	DOCTORAL DISSERTATION REVIEW FACULTY	0	School of Advanced Studies	Test course for doctoral dissertation review faculty.
DOCX 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOCX 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOCX 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DSC 330	DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS	3	School of Business	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.

ECE 510	Effective Instruction for Early Childhood Education	3	College of Education	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	College of Education	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	College of Education	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	College of Education	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.

ECE 514	FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.
ECH 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	College of Education	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self- evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	College of Education	This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.
ECH 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance young children's learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing children's problem-solving skills.
ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	College of Education	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	College of Education	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	College of Education	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	College of Education	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)	4	College of Education	This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on Kindergarten through Age 8 or through Grade 3 student teaching experiences.

ECH 598	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 599	EARLY CHILDHOOD STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 365T	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 370	ENVIRONMENTAL ECONOMICS	3	College of Humanities and Sciences	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 561	ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

EDCEU 1001	CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT	0.5	School of Continuing Education	Excellent classroom management is critical for new and experienced teachers alike. This professional development course focuses on strategies used in managing a positive classroom. Topics include management models, motivation, working with disruptive students, classroom expectations and procedures, and communication. Students will practice using multiple strategies for student engagement and classroom management. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1002	ASSESSMENT AND EVALUATION	0.5	School of Continuing Education	Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development course examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques. This course provides 0.5 continuing education units in one 5-hour course.
EDCEU 1003	DIFFERENTIATED LEARNING	0.5	School of Continuing Education	Differentiation is no easy feat. This professional development course will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading, and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills, and content area mastery, including selecting supplemental content area media for a variety of reading levels. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1004	POSITIVE BEHAVIOR AND SUPPORTS (PBIS)	0.5	School of Continuing Education	This course is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the planning process in their school.

EDCEU 1005	THE GIFTED AND TALENTED LEARNER	0.5	School of Continuing Education	This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and Creative Thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.
EDCEU 1006	HIGHER ORDER THINKING SKILLS	0.5	School of Continuing Education	Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development course examines the (HOTS) required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.
EDCEU 1007	THE HIGHLY EFFECTIVE SUBSTITUTE EDUCATOR	1.5	School of Continuing Education	This professional development course is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management, and instructional strategies that promote student learning.
EDCEU 1008	FLORIDA TEACHER CERTIFICATION EXAM GK TEST PREP	0.5	School of Continuing Education	This course prepares students for the Florida Teacher Certification General Knowledge Exam by reviewing key reading, English language skills and essay, as well as key mathematics topics.

EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	School of Advanced Studies	This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.
EDD 712	LEADERSHIP IN CONTEMPORARY ORGANIZATION	3	School of Advanced Studies	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 713	LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM	3	School of Advanced Studies	The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/ training and the military play in instilling a belief in lifelong learning is of focus.
EDD 714	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	School of Advanced Studies	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	PLANNING AND LEADING CHANGE	3	School of Advanced Studies	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	THE LEGAL CONTEXT OF EDUCATION	3	School of Advanced Studies	This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case laws and specific pieces of education legislation are reviewed.
EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	School of Advanced Studies	The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724	INSTRUCTIONAL LEADERSHIP	3	School of Advanced Studies	In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.

EDD 731	THE ECONOMICS OF EDUCATION	3	School of Advanced Studies	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	School of Advanced Studies	This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
EDD 733	EVALUATION AND ASSESSMENT METHODS	3	School of Advanced Studies	This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	School of Advanced Studies	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	School of Advanced Studies	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 721	INSTRUCTIONAL DESIGN	3	School of Advanced Studies	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	DISTANCE LEARNING	3	School of Advanced Studies	This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	School of Advanced Studies	This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.

EDT 731	SYSTEM ANALYSIS AND DESIGN	3	School of Advanced Studies	This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.
EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	School of Advanced Studies	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	TECHNOLOGY LEADERSHIP	3	School of Advanced Studies	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	FOUNDATIONS OF EDUCATION	3	College of Education	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	College of Education	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	College of Education	In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.
EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	College of Education	This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions-whether inherited through culture and tradition or consciously adopted-interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.
EDU 300	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 300CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a preK-8 environment.

EDU 305CA	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 311CA	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	College of Education	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 321	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 321CA	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	ELEMENTARY EDUCATION SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EDUC 519	FOUNDATIONS OF EDUCATION	3	College of Education	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	CLASSROOM MANAGEMENT FOR EDUCATORS	3	College of Education	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	College of Education	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	College of Education	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	College of Education	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	TEACHING CRITICAL THINKING SKILLS	3	College of Education	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	College of Education	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	College of Education	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	College of Education	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	College of Education	This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420	ELEMENTARY METHODS - SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425	ELEMENTARY METHODS- HEALTH/PE	3	College of Education	This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430	ELEMENTARY METHODS - SOCIAL STUDIES	3	College of Education	This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435	ELEMENTARY METHODS - FINE ARTS	3	College of Education	This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 438CA	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data- collection tools designed to assess student learning.
EED 496	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.

EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

ELEC 710	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 711	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 712	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 713	PHD I/O ELECTIVE	3	School of Advanced Studies	Elective course for PHD I/O program: PSYCH/780 or PSYCH/790

ELEC 714	DHA ELECTIVE	3	School of Advanced Studies	Placeholder for elective courses in the DHA program.
ELEC 725	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 532	Creating an Effective Learning Environment	3	College of Education	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	College of Education	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	College of Education	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.

ELM 536	Social Studies Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE	2	College of Education	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.

ELM 545	ELEMENTARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 583	Elementary Clinical Practice	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
ELM 586	ELEMENTARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
ELM 587	ELEMENTARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.
ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 599	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	EMERGENCY PREPAREDNESS AND PLANNING	3	College of Health Sciences and Nursing	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	EMERGENCY SERVICES AND THE COMMUNITY	3	College of Health Sciences and Nursing	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350	MANAGING EMERGENCY RESPONSE OPERATIONS	3	College of Health Sciences and Nursing	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 100	CRITICAL READING AND COMPOSITION	3	College of Humanities and Sciences	This course develops the reading, writing and critical thinking skills that are essential for academic and life success.
ENG 101	EFFECTIVE ESSAY WRITING	3	College of Humanities and Sciences	Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.
ENG 102	RESEARCH WRITING	3	College of Humanities and Sciences	Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ENG 106	SURVEY OF LITERARY MASTERPIECES	3	College of Humanities and Sciences	This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 125	LITERATURE IN SOCIETY	3	College of Humanities and Sciences	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.
ENG 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	College of Humanities and Sciences	This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.
ENG 157	MULTICULTURAL LITERATURE	3	College of Humanities and Sciences	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 200	RHETORIC AND RESEARCH	3	College of Humanities and Sciences	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	College of Humanities and Sciences	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	MECHANICS OF WRITING	3	College of Humanities and Sciences	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	INTRODUCTION TO CREATIVE WRITING	3	College of Humanities and Sciences	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.

ENG 260	FOLKLORE AND FAIRYTALES	3	College of Humanities and Sciences	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265	THE SHORT STORY	3	College of Humanities and Sciences	This course examines the short story through notable works and writers.
ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.

ENG 295	CHILDREN'S LITERATURE	3	College of Humanities and Sciences	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 301	AMERICAN ETHNIC LITERATURE	3	College of Humanities and Sciences	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	WRITING PROPOSALS	1	College of Humanities and Sciences	This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	College of Humanities and Sciences	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380	APPLIED LINGUISTICS	3	College of Humanities and Sciences	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 437	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	College of Humanities and Sciences	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

ENG 491	AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political and social writings, and poetry will be read and discussed.
ENG 492	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493	ENGLISH LITERATURE TO 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.
ENG 494	ENGLISH LITERATURE SINCE 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 495	ADVANCED CREATIVE WRITING	3	College of Humanities and Sciences	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.
ENGPROF 01	ENGLISH COMPOSITION PROFICIENCY COURSE	0	College of Humanities and Sciences	This proficiency exam, which is a zero credit- bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.
ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	School of Business	This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	School of Business	This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.

ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	School of Business	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100M	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.
ENV 310	ENVIRONMENTAL MANAGEMENT	3	College of Humanities and Sciences	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	College of Humanities and Sciences	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 320	ENVIRONMENTAL LAW	3	College of Humanities and Sciences	This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.
ENV 340	ENERGY AND THE ENVIRONMENT	3	College of Humanities and Sciences	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.
ENV 410	ENVIRONMENTAL TOXICOLOGY	3	College of Humanities and Sciences	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	ENVIRONMENTAL RISK ASSESSMENT	3	College of Humanities and Sciences	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 431	PUBLIC POLICY ANALYSIS	3	College of Humanities and Sciences	This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 125	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	College of Humanities and Sciences	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter- related nature of ethics, morality, legal responsibility, and social issues.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	School of Business	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.
ETH 328	DATA ETHICS AND SECURITY	3	School of Business	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	ACCOUNTING ETHICS	3	School of Business	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

EXAM 799	COMPREHENSIVE EXAMINATION	1	School of Advanced Studies	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.
FIN 366	FINANCIAL INSTITUTIONS	3	School of Business	This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.
FIN 370	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 370T	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	School of Business	This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
FIN 402	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	School of Business	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	WORKING CAPITAL MANAGEMENT	3	School of Business	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to- day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.
FIN 415	CORPORATE RISK MANAGEMENT	3	School of Business	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419	FINANCE FOR DECISION MAKING	3	School of Business	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	PERSONAL FINANCIAL PLANNING	3	School of Business	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	School of Business	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction ad contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	School of Business	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 444	MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING	3	School of Business	This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467	REAL ESTATE INVESTMENT	3	School of Business	This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	CORPORATE FINANCE	3	School of Business	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 572	HEALTHCARE FINANCE	3	School of Business	This course applies healthcare finance concepts to make effective management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include reimbursement strategies, cash flow, working capital, capital budgets, and long-term financing.
FIN 575	PROJECT BUDGET AND FINANCE	3	School of Business	This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
FIN 580	GLOBAL CAPITAL MARKETS	3	School of Business	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	FINANCIAL CONTROLLING	3	School of Business	This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590	AUDIT AND COMPLIANCE MANAGEMENT	3	School of Business	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	REAL ESTATE INVESTMENT	3	School of Business	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 592	MERGERS AND ACQUISITIONS	3	School of Business	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 593	INVESTMENT BANKING	3	School of Business	This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	School of Advanced Studies	This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP/IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.
FNP 001	FNP ORIENTATION	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
FP 100T	EVERYDAY ECONOMICS AND FINANCES	3	College of Humanities and Sciences	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FP 101	FOUNDATIONS OF PERSONAL FINANCE	3	College of Humanities and Sciences	This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

GBM 380	GLOBAL BUSINESS	3	School of Business	This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.
GBM 381	INTERNATIONAL TRADE	3	School of Business	This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.
GEN 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	College of Humanities and Sciences	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEN 480	INTERDISCIPLINARY CAPSTONE COURSE	3	College of Humanities and Sciences	This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

GEO 180	PHYSICAL GEOGRAPHY	3	College of Humanities and Sciences	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GFT 500	Teaching Gifted and Talented Learners	3	College of Education	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	College of Education	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	College of Education	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	College of Education	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GHA 548	FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS	3	College of Health Sciences and Nursing	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.
GHS 573	INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	College of Criminal Justice and Security	This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.
GHS 593	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	College of Criminal Justice and Security	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

GLG 220	PHYSICAL GEOLOGY	3	College of Humanities and Sciences	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.
GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	School of Business	This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

HCA 210	INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE	3	College of Health Sciences and Nursing	This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220	THE LANGUAGE OF HEALTH CARE	3	College of Health Sciences and Nursing	This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230	COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.
HCA 240	HEALTH & DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY	3	College of Health Sciences and Nursing	This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250	THE PSYCHOLOGY OF HEALTH	3	College of Health Sciences and Nursing	In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.
HCA 260	HEALTH CARE'S LAW AND ETHICS ENVIRONMENT	3	College of Health Sciences and Nursing	This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
HCA 270	FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.

HCIS 245	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.
HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 255	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
HCIS 265	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 275	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.
HCIS 305	TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and types of provider service models in the health care delivery systems. Topics will include common disease management and processes that impact the delivery of health care services.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	College of Health Sciences and Nursing	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCM 440	HEALTH CARE DATA ANALYTICS	3	School of Business	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCR 201	MEDICAL BILLING AND CODING	3	College of Health Sciences and Nursing	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.

HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.
HCR 210	PATIENT RECORDS: KEEPING IT REAL	3	College of Health Sciences and Nursing	Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.
HCR 220	CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH	3	College of Health Sciences and Nursing	Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.
HCR 230	CLAIMS PREPARATION II: FOOTING THE BILLS	3	College of Health Sciences and Nursing	This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240	COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO	3	College of Health Sciences and Nursing	This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	College of Health Sciences and Nursing	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.

HCS 207	Introduction to Medical Terminology	3	College of Health Sciences and Nursing	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	ANATOMY AND PHYSIOLOGY I	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.

HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.

HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	College of Health Sciences and Nursing	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 310	HEALTH CARE DELIVERY IN THE UNITED STATES	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 320	HEALTH CARE COMMUNICATION STRATEGIES	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.
HCS 325	HEALTH CARE MANAGEMENT	3	College of Health Sciences and Nursing	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 330	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	College of Health Sciences and Nursing	This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.
HCS 341	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	ORGANIZATIONAL BEHAVIOR	3	College of Health Sciences and Nursing	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	HEALTH CARE ACCOUNTING	3	College of Health Sciences and Nursing	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 429CA	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs, and systems that affect the health of the human body.
HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	College of Health Sciences and Nursing	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	College of Health Sciences and Nursing	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.
HCS 436	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.
HCS 437	LONG-TERM CARE ADMINISTRATION	3	College of Health Sciences and Nursing	This course introduces students to the organization and management of long-term care. The impact of state and federal regulations are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long-term care.
HCS 446	FACILITY PLANNING	3	College of Health Sciences and Nursing	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.

HCS 449	HEALTH ADMINISTRATION CAPSTONE	3	College of Health Sciences and Nursing	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	College of Health Sciences and Nursing	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Health Sciences and Nursing	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.
HCS 456	RISK MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.

HCS 457	PUBLIC AND COMMUNITY HEALTH	3	College of Health Sciences and Nursing	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	HEALTH CARE RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements evidence based research within health care.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	College of Health Sciences and Nursing	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 478	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.

HCS 482	HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.
HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 490	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	College of Health Sciences and Nursing	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 499	HEALTH CARE STRATEGY CAPSTONE	3	College of Health Sciences and Nursing	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.

HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	1	College of Health Sciences and Nursing	This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.
HCS 510	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.
HCS 529	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	College of Health Sciences and Nursing	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542	HEALTH CARE RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	College of Health Sciences and Nursing	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	College of Health Sciences and Nursing	This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 589	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	School of Advanced Studies	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non- secular), and goals of education from classical times through modern American higher education.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	School of Advanced Studies	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	School of Advanced Studies	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.

HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	School of Advanced Studies	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.
HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	School of Advanced Studies	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.

HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	School of Advanced Studies	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.
HINF 500	INFORMATICS FOR HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	THE SYSTEMS LIFE CYCLE	3	College of Health Sciences and Nursing	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy- in from stakeholders.
HINF 520	DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.

HIS 110CA	U.S. HISTORY TO 1865	3	College of Humanities and Sciences	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 120CA	U.S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.
HIS 125	US HISTORY FROM 1865 TO 1945	3	College of Humanities and Sciences	This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.
HIS 135	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

HIS 265	HAWAII: HISTORY AND CULTURE	3	College of Humanities and Sciences	This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi- cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.
HIS 276CA	GLOBAL CIVILIZATIONS 1400-1700	3	College of Humanities and Sciences	This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 301	UNITED STATES CONSTITUTION	3	College of Humanities and Sciences	This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	CALIFORNIA STATE HISTORY	3	College of Humanities and Sciences	This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

HIS 311	NEVADA AND U.S. CONSTITUTION	3	College of Humanities and Sciences	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 335	EUROPE AND THE WORLD WARS	3	College of Humanities and Sciences	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	ANCIENT WORLDS	3	College of Humanities and Sciences	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	THE HISTORY OF AFRICA	3	College of Humanities and Sciences	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 510	AZ CONSTITUTION	1	College of Education	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.
HIS 511	U.S. CONSTITUTION	1	College of Education	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIT 300	INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY	3	College of Information Systems and Technology	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	HEALTH INFORMATION SYSTEMS SUPPORT	3	College of Information Systems and Technology	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.

HIT 400	ELECTRONIC HEALTH RECORDS MANAGEMENT	3	College of Information Systems and Technology	This course covers Electronic Health Records (EHR) Management. Content includes governmental regulations, patient information management, and system integration. Coursework explores configuring EHRs, addressing vendor-specific systems, and the fundamentals of health workflow process analysis.
HIT 450	IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	College of Education	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	School of Business	This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475	HOSPITALITY DECISION ANALYSIS	3	School of Business	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality. organization.
HM 476	HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE	3	School of Business	This applied capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	School of Business	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	College of Education	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION	3	College of Health Sciences and Nursing	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS	3	College of Health Sciences and Nursing	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	EVALUATION AND ASSESSMENT METHODOLOGIES	3	College of Health Sciences and Nursing	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRCEU 1000	COACHING ESSENTIALS	0.6	School of Continuing Education	Business leaders are expected to help their team meet or exceed expectations by driving productivity and profitability for the organization. Coaching is a leadership tool used to improve performance and contribute to achieving the goals of the organization. In this course, students will explore the benefits of coaching, coaching approaches, how to develop an action plan, and methods for ensuring the coaching process is successful. This course provides 0.6 continuing education units in one, 6-hour workshop.

HRCEU 2000	WORKING WITH A GENERATIONALLY-DIVERSE WORKFORCE	0.6	School of Continuing Education	Human resource professionals communicate with a multigenerational workforce across all levels of an organization. Having a foundational knowledge of the behavioral characteristics of different generations is important to your success as an HR professional. Learners will gain an understanding of the generational differences, adapt their communication and work styles, and apply conflict intervention and resolution practices. This course provides .6 continuing education units, in one - 6 hour workshop.
HRCEU 2220	CHANGE MANAGEMENT	0.6	School of Continuing Education	Critical to any organization's success is the ability to facilitate effective change. The ability to effectively manage and adapt to change requires an understanding of various levels of change and methods of bringing about change. This course explores the fundamentals of change management and how it is of benefit to organizations in an era of constant transformation. Students will learn the steps of the change process, obstacles to change, strategies used to manage and adapt to change, as well as how to address the uncertainty that change brings about in order to move others forward. This course provides 0.6 continuing education units in one, 6-hour workshop.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	School of Business	This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	CHANGE MANAGEMENT	3	School of Business	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324	TOTAL COMPENSATION	3	School of Business	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326	EMPLOYEE DEVELOPMENT	3	School of Business	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	School of Business	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	School of Business	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	School of Business	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 531	HUMAN CAPITAL MANAGEMENT	3	School of Business	This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 546	HUMAN RESOURCE LAW	3	School of Business	This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548	RECRUITMENT AND RETENTION PRACTICES	3	School of Business	This course prepares students to evaluate and develop a a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	School of Business	This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.
HRM 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	School of Business	This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.
HRM 595	HUMAN RESOURCE CAPSTONE COURSE	3	School of Business	This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.

HRTP 2000	SHRM-CP (TM)/SHRM-SCP (TM) CERTIFICATION PREPARATION	4	School of Continuing Education	In today's ever-changing workplace, human resource professionals are assuming more responsibilities in organizations and contributing to the achievement of strategic goals by hiring and retaining talented employees. Whether you are seeking certification, recertification, or professional development opportunities, the SHRM-CP (TM)/SHRM- SCP (TM) certification preparation course offers accelerated and comprehensive training on the Body of Competency and Knowledge (SHRM BoCK (TM)), focusing on the People, Organization, Workplace, and Strategy knowledge domains. The course also covers the eight behavioral competencies for human resources professionals: Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, and Communications. Students will gain or improve human resources knowledge and skills by using practical and real-life information, online assessments and practice tests, and creating a personal study plan, through the use of the SHRM Learning System. This course provides 4.0 continuing education units in five, 8-hour
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	College of Social Sciences	This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.
HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	College of Social Sciences	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	College of Social Sciences	This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.

HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	College of Social Sciences	This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	College of Social Sciences	This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person's ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.
HS 255	HUMAN SERVICE CAPSTONE COURSE	3	College of Social Sciences	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.
HSM 210	HUMAN SERVICES IN THE UNITED STATES	3	College of Social Sciences	This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220	HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE	3	College of Social Sciences	This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	College of Social Sciences	This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.
HSM 240	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	College of Social Sciences	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	College of Social Sciences	This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	College of Social Sciences	This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.
HSN 300	PHARMACOLOGY I	4	College of Health Sciences and Nursing	This course examines the registered nurse's role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
HSN 301	PHARMACOLOGICAL INTERVENTIONS I	3	College of Health Sciences and Nursing	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.
HSN 310	PHARMACOLOGY II	4	College of Health Sciences and Nursing	This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence- based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

HSN 311	PHARMACOLOGICAL INTERVENTIONS II	3	College of Health Sciences and Nursing	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	HEALTH INFORMATION TECHNOLOGY FOR NURSING	3	College of Health Sciences and Nursing	This course examines electronic modalities that assists in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 471	POLICY, LAW AND ETHICAL CONSIDERATIONS	2	College of Health Sciences and Nursing	This course examines legal and ethical decision making, health policy development, legislation, and regulation in the context of nursing practice.

HSN 476	HEALTHCARE POLICY AND FINANCIAL MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
HSN 548	ROLE OF THE HEALTH CARE/NURSING EDUCATOR	3	College of Health Sciences and Nursing	Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	College of Health Sciences and Nursing	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	College of Health Sciences and Nursing	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

HSN 590	ADVANCED PHARMOCOTHERAPEUTICS	3	Non-College Specific	This course is designed to provide the nursing student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HST 155	U. S. HISTORY TO 1865	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.

HST 206	LATIN AMERICA	3	College of Humanities and Sciences	This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.
HST 275	GLOBAL CIVILIZATIONS TO 1500	3	College of Humanities and Sciences	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	College of Humanities and Sciences	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 290	HISTORIANS AND HISTORY	3	College of Humanities and Sciences	This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.

HST 320	HISTORY RESEARCH METHODS	3	College of Humanities and Sciences	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	AMERICAN REVOLUTION	3	College of Humanities and Sciences	This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.
HST 498	HISTORY CAPSTONE	3	College of Humanities and Sciences	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 201	INTRODUCTION TO HOSPITALITY	3	School of Business	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	School of Business	This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT IN HOSPITALITY	3	School of Business	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	School of Business	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
HTT 241	FOOD AND BEVERAGE MANAGEMENT	3	School of Business	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 251	HOSPITALITY OPERATIONS	3	School of Business	This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.
HUM 105	WORLD MYTHOLOGY	3	College of Humanities and Sciences	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 111	CRITICAL AND CREATIVE THINKING	3	College of Humanities and Sciences	This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.
HUM 115	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 130	RELIGIONS OF THE WORLD	3	College of Humanities and Sciences	This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.
HUM 150	INTRODUCTION TO FILM STUDIES	3	College of Humanities and Sciences	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 176	MEDIA AND AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

HUM 300	THE GLOBAL VILLAGE	1	College of Humanities and Sciences	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	INTEGRATIVE STUDIES	3	College of Humanities and Sciences	This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	DATA MODELING	3	College of Information Systems and Technology	This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

IM 310	DATA ANALYTICS AND MODELING	3	College of Information Systems and Technology	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IND 701	INDEPENDENT STUDY I	3	School of Advanced Studies	The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
INTNETWKSP	INTRO TO THE INTERNET	0	Non-College Specific	This is not an actual course. It is entered as a means of scheduling a non-academic activity.
IOP 455	PROFESSIONAL ETHICS	3	College of Social Sciences	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	ORGANIZATIONAL CULTURES	3	College of Social Sciences	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	GROUP DYNAMICS	3	College of Social Sciences	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision- making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	ASSESSMENT TOOLS FOR ORGANIZATIONS	3	College of Social Sciences	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	CAPSTONE PROJECT	3	College of Social Sciences	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 305	SYSTEMS OPERATIONS MANAGEMENT	3	School of Business	This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 361	PURCHASING AND PROCUREMENT	3	School of Business	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.
ISCOM 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	School of Business	This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.
ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	School of Business	This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	School of Business	This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.
ISCOM 385	INVENTORY AND MATERIALS MANAGEMENT	3	School of Business	This course provides an overview of the strategic role that inventory plays in the modern logistics environment. Topics include inventory models, regulations, outsourcing, material handling, procurement, continuous improvement, inventory control, and measuring inventory productivity.
ISCOM 386	SERVICE OPERATIONS MANAGEMENT	3	School of Business	The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.
ISCOM 424	END-TO END SUPPLY CHAIN MANAGEMENT	3	School of Business	This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472	LEAN ENTERPRISE	3	School of Business	This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.
ISCOM 473	GLOBAL SOURCING AND PROCUREMENT	3	School of Business	This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	School of Business	This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	SUPPLY CHAIN MANAGEMENT CAPSTONE	3	School of Business	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IT domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.
IST 721	KNOWLEDGE WORKER INFORMATION SYSTEMS	3	School of Advanced Studies	In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722	INFORMATION TECHNOLOGY FOR TEAMS	3	School of Advanced Studies	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	School of Advanced Studies	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IT domains within an organization.
IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	School of Advanced Studies	This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IT domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.
IST 733	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	College of Information Systems and Technology	Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.
IT 205	MANAGEMENT OF INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 206	PC APPLICATIONS SUPPORT	3	College of Information Systems and Technology	This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.
IT 210	FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation.
IT 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
IT 235	IMAGE EDITING AND IMPLEMENTATION	3	College of Information Systems and Technology	Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop Elements is required for this class.
IT 236	INTRO TO WEB DESIGN I	3	College of Information Systems and Technology	Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.

IT 237	INTRO TO WEB DESIGN II	3	College of Information Systems and Technology	Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.
IT 238	WEB SYSTEMS	3	College of Information Systems and Technology	This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
IT 240	INTRO TO LAN TECHNOLOGIES	3	College of Information Systems and Technology	This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, basic networking security concepts.
IT 241	INTRO TO W-LAN TECHNOLOGIES	3	College of Information Systems and Technology	Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242	INTRO TO WAN TECHNOLOGIES	3	College of Information Systems and Technology	This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244	INTRO TO IT SECURITY	3	College of Information Systems and Technology	Concepts of General IT security and its rationale will be introduced. Content includes contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
IT 260	INTRO TO DESKTOP DATABASES	3	College of Information Systems and Technology	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
IT 261	ADVANCED DESKTOP DATABASES	3	College of Information Systems and Technology	This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264	INTRODUCTION TO SQL	3	College of Information Systems and Technology	This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
IT 265	MANAGING THE DATABASE ENVIRONMENT	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
IT 280	COMPUTER HARDWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
IT 282	COMPUTER SOFTWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284	ENTERPRISE COMPUTER SUPPORT	3	College of Information Systems and Technology	This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.
IT 286	COMPUTER MAINTENANCE AND TROUBLESHOOTING	3	College of Information Systems and Technology	This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
JRN 310	INTRODUCTION TO JOURNALISM	3	School of Business	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	RESEARCH FOR JOURNALISM	3	School of Business	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330	JOURNALISTIC WRITING I	3	School of Business	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	JOURNALISTIC WRITING II	3	School of Business	This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350	CONTROVERSIAL ISSUES IN JOURNALISM	3	School of Business	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	STORYTELLING: A MULTIMEDIA APPROACH	3	School of Business	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

LAW 441	BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS	3	School of Business	This course provides students with overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.
LAW 531	BUSINESS LAW	3	School of Business	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	School of Business	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	School of Business	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	School of Business	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	School of Business	This course we will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.
LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	School of Business	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.

LDCEU 1000	APPLYING LEADERSHIP PRINCIPLES	0.6	School of Continuing Education	Dynamic leaders exhibit critical leadership skills to effectively set the direction for the team and organization. Solid leadership inspires others and motivates the team to perform at a higher level, increasing productivity. In this course, you will learn the principles of effective leadership and practical strategies to apply on the job to improve your performance as a leader within your work group or organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1005	DEVELOPING YOURSELF AS A LEADER	0.6	School of Continuing Education	As a first-time manager or team lead, individuals will need to develop a skillset as a leader in order to be successful. This course will provide methods for new managers to perform a personal assessment to identify areas for improvement and apply strategies to develop and grow leadership capabilities. New managers will learn best practices and proven techniques and strategies that can be leveraged to grow leadership skills. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1010	PRACTICAL LEADERSHIP	0.6	School of Continuing Education	Recently promoted managers, successful employees or other individual contributors who seek to become more influential in their organization require an expanded understanding of leadership. In this course, students will explore the practical skills needed to transition from being an individual contributor to becoming a leader of diverse teams to achieve business results. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 5000	MANAGERIAL LEADERSHIP	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.

LDR 300	INNOVATIVE LEADERSHIP	3	School of Business	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 531	ORGANIZATIONAL LEADERSHIP	3	School of Business	This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LDR 533	LEADERSHIP FOR HEALTHCARE ORGANIZATIONS	3	School of Business	This course prepares students to apply leadership principles specific to the healthcare industry. Students will learn about the relationship between healthcare providers, physicians, and the organization. Other topics include organizational culture, group behavior, motivation, power, politics, and organizational change specific to healthcare organizations.
LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	School of Advanced Studies	In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework-all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.

LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	School of Advanced Studies	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	School of Advanced Studies	This course explores successful leadership and controversial issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that create a balanced value in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

LDR 736	ARCHITECTURE OF LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short- and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.
LEO 563	LAW ENFORCEMENT INTELLIGENCE OPERATIONS	3	College of Criminal Justice and Security	This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.
LEO 573	ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING	3	College of Criminal Justice and Security	This course explores methods to track and measure an organization's overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.
LEO 583	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	College of Criminal Justice and Security	This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	College of Criminal Justice and Security	This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	College of Humanities and Sciences	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	College of Humanities and Sciences	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course is a survey of American Literature since 1860.
LIT 304	SHAKESPEARE	3	College of Humanities and Sciences	This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	College of Humanities and Sciences	This course examines the American novel through major genres and authors.
LIT 330	MODERN POETRY	3	College of Humanities and Sciences	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	LITERARY THEORY AND CRITICISM	3	College of Humanities and Sciences	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	LITERATURE OF THE FANTASTIC	3	College of Humanities and Sciences	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	INTRODUCTION TO LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	MANAGEMENT WITHIN THE LIFESPAN INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	REGULATIONS IN LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	LIFESPAN MANAGEMENT CAPSTONE	3	College of Health Sciences and Nursing	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	College of Health Sciences and Nursing	This course provides an overview of programs and products related to our rapidly expanding long- term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

LTC 315	ALTERNATIVE LIVING ENVIRONMENTS	3	College of Health Sciences and Nursing	This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.
LTC 328	LEGAL PERSPECTIVES IN AGING	3	College of Health Sciences and Nursing	This course will focus on the legal and regulatory issues related to today's long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.
MACEU 2010	GOOGLE(R) ANALYTICS	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions which impact their future course. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis becomes informed decision-making. This course provides 0.6 continuing education units over one 6-hour workshop.
MAT 001	MATH PLACEMENT EXAM A	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.

MAT 002	MATH PLACEMENT EXAM B	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 003	MATH PLACEMENT EXAM C	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 116	ALGEBRA 1A	3	College of Humanities and Sciences	This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra IB.
MAT 117	ALGEBRA 1B	3	College of Humanities and Sciences	This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.

MAT 207	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MAT 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MBL 400	MOBILE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402	ANDROID MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 404	ANDROID MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 406	IOS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 408	IOS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MDT 523	LEGAL AND ETHICAL ISSUES IN MEDIATION	3	College of Social Sciences	Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 552	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.

MFCC 556	FAMILY SYSTEMS THEORY	3	College of Social Sciences	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561	FAMILY INTERVENTIONS	3	College of Social Sciences	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.
MFCC 591O	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	College of Social Sciences	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597B	INTERNSHIP B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C	INTERNSHIP	3	College of Social Sciences	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MGCEU 1000	MANAGING ORGANIZATIONAL GOALS	0.6	School of Continuing Education	Managers are responsible for setting the goals for their team and for managing their work. Organizational goals can often get lost in layers of management and not get communicated to the individual contributors. In the absence of goals, employees can feel unmotivated or can even set their own goals for achievement, which can result in poor and conflicting team performance. In this course, students will develop the necessary skills to establish tactical goals for their team based on organizational directives, and create and manage action plans to achieve these goals. This course provides 0.8 continuing education units in two, 4-hour workshops.
MGCEU 1005	WHAT GOOD MANAGERS DO: THE FIRST 100 DAYS	0.6	School of Continuing Education	Taking on a management role can be a bit scary. Understanding how to conduct performance appraisals, monitor work processes, communicate effectively with team members, build an internal network of supportive colleagues, and avoid common management pitfalls can be overwhelming for a new manager. This course provides the basics of effective management key for the first 100 days on the job. Topics include managerial responsibilities and skills such as the ability to resolve conflicts, coach teams to optimal performance, and serve as an advocate for their team within the wider corporate structure. This course provides 0.6 continuing education units in one, 6-hour workshop.
MGCEU 1010	EFFECTIVE MANAGEMENT	0.6	School of Continuing Education	The world of business is increasingly centered on the interaction of different teams, both within and outside the organization. The success of a team within a company is often directly linked to the ability of a manager to lead and manage the team effectively. In order to perform the job well, the manager must understand the different roles of those on the team. A manager should be trained to develop the capabilities of all team members and address issues as soon as they surface. This course will help students gain an understanding of the fundamentals of becoming an effective manager for their team. This course provides 0.6 continuing education units in one, 6-hour workshop.

MGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	HOSPITALITY ENTREPRENEURSHIP	3	School of Business	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 360	GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT	3	School of Business	This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.
MGT 362	CHANGE MANAGEMENT AND IMPLEMENTATION	3	School of Business	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	School of Business	This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 411	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	School of Business	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	EVALUATING NEW BUSINESS OPPORTUNITIES	3	School of Business	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 420	MANAGING QUALITY IN THE SUPPLY CHAIN	3	School of Business	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	EMPLOYMENT LAW	3	School of Business	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	School of Business	This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.
MGT 448	GLOBAL BUSINESS STRATEGIES	3	School of Business	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises. (3 credits; 5 weeks) Prereq: none
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	School of Business	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.
MGT 498	STRATEGIC MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

MGT 521	MANAGEMENT	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.
MGT 527	CONSULTING	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	School of Business	This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 539	THE GLOBAL ECONOMY	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.

MGT 557	NEGOTIATION, POWER, AND POLITICS	3	School of Business	This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.
MGT 567	ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course prepares students to align an organization's social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.
MGT 598	CONSULTING PROJECT	3	School of Business	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	School of Advanced Studies	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.

MGT 716	MANAGEMENT PHILOSOPHIES	3	School of Advanced Studies	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	EMERGING MANAGERIAL PRACTICES	3	School of Advanced Studies	This course prepares students to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, students will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizational leaders are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches to meet the challenges of the future of work.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course empowers students to manage complexity and lead organizations through strategic decision making. Students focus on managing information systems and theoretical and practical frameworks to enable organizational performance and innovation.

MHA 505	SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS	3	College of Health Sciences and Nursing	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS	3	College of Health Sciences and Nursing	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	LEVERAGING INFORMATICS IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures wtihin organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.

MHA 515	SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT	3	College of Health Sciences and Nursing	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE	3	College of Health Sciences and Nursing	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organziations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES	3	College of Health Sciences and Nursing	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will begin to exemplify the traits of Adaptive Leadership in the context of the health sector. Topics include leading in complex environments (transparency and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and collaboration, concepts of power and professional culture.

MHA 543	TACKLING THE TALENT WAR IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and enagement.
MHA 560	CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will examine strategies for successfully elevating the role of the health care organization through a well- defined "brand". Topics will include brand-as- promise, brand-as-experience, and brand-as- emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE	3	College of Health Sciences and Nursing	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 310	PERSONAL SELLING	3	School of Business	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	School of Business	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
MKT 360	SALES FORCE MANAGEMENT	3	School of Business	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	MARKETING	3	School of Business	This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

MKT 431	SMALL BUSINESS MARKETING	3	School of Business	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.
MKT 435	CONSUMER BEHAVIOR	3	School of Business	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.
MKT 438	PUBLIC RELATIONS	3	School of Business	This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship building strategies; and ethics and public relations. (3 credits; 5 weeks)
MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	School of Business	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 441	MARKETING RESEARCH	3	School of Business	This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.
MKT 443	SOCIAL MEDIA MARKETING	3	School of Business	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	HOSPITALITY MARKETING	3	School of Business	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer- relationships through marketing.
MKT 446	SEARCH ENGINE OPTIMIZATION	3	School of Business	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447	ADVERTISING AND CREATIVE STRATEGY	3	School of Business	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.
MKT 448	WEB ANALYTICS FOR DIGITAL MARKETING	3	School of Business	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	School of Business	This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.
MKT 498	INTEGRATED MARKETING STRATEGY	3	School of Business	This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 544	INTEGRATED MARKETING COMMUNICATIONS	3	School of Business	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 554	CONSUMER BEHAVIOR	3	School of Business	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	ADVANCED INTERNATIONAL MARKETING	3	School of Business	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 571	MARKETING	3	School of Business	This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 578	PUBLIC RELATIONS	3	School of Business	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.
MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	School of Business	In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	School of Advanced Studies	This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet- based customer information.
MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	College of Criminal Justice and Security	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	PROGRAM EVALUATION	3	College of Criminal Justice and Security	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	Students are required to apply the knowledge learned in the MPA program to a cumulative project.
MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MTE 001	Orientation to Teacher Education	0	College of Education	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	College of Education	This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 507	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 507CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	College of Education	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	College of Education	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 512	Teaching the Exceptional Learner	3	College of Education	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	College of Education	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	College of Education	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	College of Education	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.

MTE 518	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	College of Education	This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.
MTE 529	READING AND PHONOLOGICAL THEORY	2	College of Education	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	CURRICULUM CONST & ASSMT: HISTORY/SOCIAL SCIENCE	2	College of Education	This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533	CURRICULUM CONSTRUCTS AND ASSESSMENT:SCIENCE AND MATHEMATICS	4	College of Education	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	College of Education	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework- based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 541	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 550	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of Education	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 553	INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	3	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 562	ASSESSMENT AND EVALUATION	3	College of Education	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations

MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 569	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 580	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY BUS & MKTNG	3	College of Education	This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.
MTE 583	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
MTE 586	STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 587	STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTH 110	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 156	MATH FOR ELEMENTARY TEACHERS I	3	College of Education	This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 157	MATH FOR ELEMENTARY TEACHERS II	3	College of Education	This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 209	COLLEGE MATHEMATICS II	3	College of Humanities and Sciences	This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

MTH 210	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 212	INTRODUCTION TO FINITE MATHEMATICS	3	College of Humanities and Sciences	This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.
MTH 213	Mathematics for Elementary Educators I	3	College of Education	This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	College of Education	This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 215	QUANTITATIVE REASONING I	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216	QUANTITATIVE REASONING II	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	STATISTICS I	3	College of Humanities and Sciences	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 218	STATISTICS II	3	College of Humanities and Sciences	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.

MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.
MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	College of Humanities and Sciences	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 225	PRE-CALCULUS	4	College of Humanities and Sciences	This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 280	CALCULUS I	4	College of Information Systems and Technology	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	College of Information Systems and Technology	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.
MTH 360	LINEAR ALGEBRA	3	College of Information Systems and Technology	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	CALCULUS III	3	School of Business	This course builds on the concepts presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.

MTH 463	APPLIED STATISTICS	3	College of Information Systems and Technology	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 530	LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all of these facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	GEOMETRY	3	College of Education	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	STATISTICS	3	College of Education	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.
NCPDSU 100	Developing a STEAM Unit	0	College of Education	The workshop is designed to support K-12 teachers with STEAM unit design using problem-based learning as the vehicle. Throughout the course of this workshop, participants will design a unit for classroom instruction in the upcoming school year.
NCPSTM 100	Foundations of STEAM Education II	1.5	College of Education	This course will explore STEAM in the classroom, utilizing problem-based learning as the vehicle to teach STEAM. Participants will take a look at arts integration and the engineering design process. Participants will also engage in using a variety of assessment tools in STEAM and how to extend STEAM beyond the classroom through other engagement opportunities.
NRP 505	ROLE OF ADVANCED PRACTICE NURSE	3	College of Health Sciences and Nursing	This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 507	ADVANCED PHARMACOLOGY	4	College of Health Sciences and Nursing	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	College of Health Sciences and Nursing	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	College of Health Sciences and Nursing	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	ADVANCED HEALTH ASSESSMENT I	4	College of Health Sciences and Nursing	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 543	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 552	CLINICAL PROCEDURES	2	College of Health Sciences and Nursing	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	ADULT AND GERIATRIC MANAGEMENT I	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556	ADULT AND GERIATRIC MANAGEMENT II	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 571	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	College of Health Sciences and Nursing	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	FINAL PRECEPTORSHIP	8	College of Health Sciences and Nursing	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSE 721	THEORIES OF NURSING EDUCATION	3	School of Advanced Studies	This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.
NSE 722	INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT	3	School of Advanced Studies	This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.

NSE 723	MEASUREMENT AND EVALUATION	3	School of Advanced Studies	This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.
NSG 300	INTRODUCTION TO THE SCHOOL OF NURSING	3	College of Health Sciences and Nursing	This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.
NSG 301	TRANSITION TO BACCALAUREATE STUDIES	3	College of Health Sciences and Nursing	This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.
NSG 302	PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.

NSG 320	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner's Theory of novice to expert and the role of the generalist will be explored.
NSG 321	TRANSITION TO BACCALAUREATE NURSING	2	College of Health Sciences and Nursing	In the role of registered nurse, professional nurses use leadership, critical thinking, evidence-based practice, and clinical judgment to design, manage, coordinate, and provide safe care. Evaluating knowledge, skills, and attitudes is crucial to role transition from practical and vocational nursing to baccalaureate-prepared registered nursing. Students will analyze the relationship between critical thinking, clinical reasoning, clinical judgment, and the nursing process; and evaluate the role and scope of practice of the registered nurse.
NSG 330	PHYSICAL ASSESSMENT	4	College of Health Sciences and Nursing	This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.
NSG 331	HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	This course advances the nursing student's skills in health assessment and physical examination. History taking, performing focused assessments, and data evaluation to develop care plans are emphasized.

NSG 340	MEDICAL/SURGICAL NURSING I: ACUTE	5	College of Health Sciences and Nursing	This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson's Theory of Human Caring is addressed. Watson's Theory will be used by the student to apply critical thinking pathways to individual heath problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 341	CARE OF THE MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medical- surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.
NSG 345	MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	College of Health Sciences and Nursing	This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 347	CARE OF THE MEDICAL-SURGICAL PATIENT II	6	College of Health Sciences and Nursing	This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.

NSG 400	THEORETICAL BASIS FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.
NSG 401	THEORY APPLICATION IN NURSING PRACTICE	2	College of Health Sciences and Nursing	This course focuses on the exploration of various theories and their application to professional practice. Watson's theory of human caring is presented as a possible framework to guide baccalaureate nursing practice.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	College of Health Sciences and Nursing	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 411	CARE OF THE MENTAL HEALTH PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.

NSG 416	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	College of Health Sciences and Nursing	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	College of Health Sciences and Nursing	This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 421	CARE OF THE FAMILY AND COMMUNITY	4	College of Health Sciences and Nursing	?This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 425	NURSING ETHICS AND PROFESSIONALISM	4	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.

NSG 426	INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS	3	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	College of Health Sciences and Nursing	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.
NSG 431	EVIDENCE-BASED PRACTICE AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the research process as a foundation for evidence-based practice. Data compilation and analysis for problem identification, evaluation of interventions, and patient outcomes are explored.
NSG 435	MATERNAL - CHILD NURSING	4	College of Health Sciences and Nursing	This course focuses on the use of Watson's Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

NSG 436	CARE OF THE MATERNAL-CHILD PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.
NSG 440	PEDIATRIC NURSING	4	College of Health Sciences and Nursing	This course focuses on the utilization of Watson's Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 441	CARE OF THE PEDIATRIC PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.
NSG 447	CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.

NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	College of Health Sciences and Nursing	Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 451	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	College of Health Sciences and Nursing	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	PUBLIC AND GLOBAL HEALTH	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	College of Health Sciences and Nursing	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 468	INFLUENCING QUALITY WITHIN HEALTHCARE	3	College of Health Sciences and Nursing	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 471	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course examines the role of the nurse as leader and manager. Managing health care resources, assessing quality and risk in patient care, interprofessional collaboration, and decision-making models are explored.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.

NSG 478CA	Promoting Healthy Communities	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 480	NURSING SYNTHESIS	4	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	INFLUENCING NURSING PRACTICE	2	College of Health Sciences and Nursing	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	PROMOTING HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities.

NSG 482CA	Promoting Healthy Communities	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.
NSG 485CA	Public Health: Health Promotion and Disease Prevention	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.
NSG 486	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of public health principles.

NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 495	SENIOR LEADERSHIP PROJECT	4	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.
NSG 498	SENIOR LEADERSHIP PRACTICUM	3	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 500	AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY	4	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.

NSG 501	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I	3	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.
NSG 502	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 505	COMPREHENSIVE HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	CONTEMPORARY NURSING PRACTICE	3	College of Health Sciences and Nursing	This course emphasizes the School of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.

NSG 512	NURSING RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis and the role of the nurse as scientist.
NSG 513	INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT	3	College of Health Sciences and Nursing	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.
NSG 514	HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS	3	College of Health Sciences and Nursing	This course analyzes the role of the graduate- level nurse as a leader in the profession as a steward of financial management. Topics include principles in financial and resource management, budgetary cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
NSG 516AD	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 516ED	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517AD	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517IN	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 525	ROLE OF THE NURSE EDUCATOR	3	College of Health Sciences and Nursing	This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.
NSG 530	THEORY AND PRINCIPLES OF NURSING EDUCATION	4	College of Health Sciences and Nursing	This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.
NSG 531	PROGRAM AND COURSE DEVELOPMENT	3	College of Health Sciences and Nursing	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	INNOVATIVE CURRICULUM DESIGN	3	College of Health Sciences and Nursing	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	EDUCATIONAL ASSESSMENT AND EVALUATION	3	College of Health Sciences and Nursing	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	FACILITATING ENGAGED LEARNING	3	College of Health Sciences and Nursing	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 535	CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

NSG 536	Practicum Elective I	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 540	INSTRUCTIONAL DESIGN AND TECHNOLOGY	3	College of Health Sciences and Nursing	This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.
NSG 541	DATA ANALYSIS AND MANAGEMENT	3	College of Health Sciences and Nursing	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.

NSG 542	INFORMATION WORKFLOW	3	College of Health Sciences and Nursing	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	DATABASE MANAGEMENT	3	College of Health Sciences and Nursing	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	EVALUATION AND APPLICATION OF INFORMATION	3	College of Health Sciences and Nursing	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	College of Health Sciences and Nursing	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

NSG 547	HUMAN RESOURCES MANAGEMENT	3	College of Health Sciences and Nursing	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
NSG 557	ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING	3	College of Health Sciences and Nursing	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course engages the student in the processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT	3	College of Health Sciences and Nursing	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	PRACTICUM	4	College of Health Sciences and Nursing	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	College of Information Systems and Technology	This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	FOUNDATIONS OF NETWORKING	3	College of Information Systems and Technology	This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you'll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.

NTC 255	STORAGE AND MANAGEMENT OF DATA	3	College of Information Systems and Technology	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.
NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	College of Information Systems and Technology	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	STORAGE MANAGEMENT CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

NTC 302	NETWORK WEB SERVICES	3	College of Information Systems and Technology	This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.
NTC 320	NETWORK DESIGN ASSOCIATE	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	WINDOWS SERVER CONFIGURATION	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration & Group Policy.
NTC 326	ADMINISTERING WINDOWS SERVER	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services & Group Policy.

NTC 328	ADVANCED WINDOWS SERVICES	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	College of Health Sciences and Nursing	This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	College of Information Systems and Technology	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	College of Information Systems and Technology	This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406	TELECOMMUNICATIONS AND NETWORKING II	3	College of Information Systems and Technology	NTC/406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail the related theory being applied to specific applications in the industry.
NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	College of Information Systems and Technology	This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	College of Information Systems and Technology	NTC/411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed Network security, Disaster Recovery, and Business Continuity planner is also address in this course.
NTC 415	NETWORK INTEGRATION PROJECT	3	College of Information Systems and Technology	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to- end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

NTC 425	NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 440	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 440CC	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 443CC	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 531	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care police are developed.

NUR 540C	NP PEDIATRIC PRECEPTORSHIP CLINICAL	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
NUR 542	DYNAMICS OF FAMILY SYSTEMS	2	College of Health Sciences and Nursing	Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 544	POPULATION-FOCUSED HEALTH CARE	3	College of Health Sciences and Nursing	Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
NUR 550	ISSUES IN ADVANCED PRACTICE	3	College of Health Sciences and Nursing	This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NUR 588	DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS	3	College of Health Sciences and Nursing	Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.
NUR 590A	NURSING PRACTICUM-A	1	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 590B	NURSING PRACTICUM-B	2	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 598	RESEARCH UTILIZATION PROJECT	3	College of Health Sciences and Nursing	This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 703	THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE	3	School of Advanced Studies	This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.
OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	School of Business	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	School of Business	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	College of Education	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

ONLINEWKSP	USING THE ONLINE COLLECTION	0	Non-College Specific	The is not an actual course. It is entered as a means of scheduling a non-academic activity.
OPS 350	OPERATIONS MANAGEMENT	3	School of Business	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	BUSINESS PROCESS MANAGEMENT	3	School of Business	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.
OPS 405	ENTERPRISE RESOURCE MANAGEMENT	3	School of Business	This course provides and overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.

OPS 415	SYSTEMS THINKING AND PERFORMANCE MEASUREMENT	3	School of Business	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	OPERATIONS MANAGEMENT CAPSTONE	3	School of Business	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 571	OPERATIONS MANAGEMENT	3	School of Business	This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
ORG 581	ORGANIZATIONAL DESIGN	3	School of Business	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, intrapreneurship, and lateral organizations.

ORG 707	ADVANCED SYSTEMS THINKING	3	School of Advanced Studies	With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.
ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	School of Advanced Studies	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	School of Advanced Studies	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.

ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	School of Advanced Studies	In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORG 730	ORGANIZATION DEVELOPMENT	3	School of Advanced Studies	This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.
ORIENT 001	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.

ORIENT 002	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.
ORIENT 003	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.
PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	College of Humanities and Sciences	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

PHL 320T	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 410	CLASSICAL LOGIC	3	College of Humanities and Sciences	This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.
PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	College of Humanities and Sciences	In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	School of Advanced Studies	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	College of Humanities and Sciences	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PM 571	PROJECT MANAGEMENT	3	School of Business	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	PROJECT LEADERSHIP	3	School of Business	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584	PROJECT RISK MANAGEMENT	3	School of Business	This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586	PROJECT QUALITY MANAGEMENT	3	School of Business	This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	PROJECT MANAGEMENT CAPSTONE	3	School of Business	In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
PMPDU 2000	PROJECT MANAGEMENT FUNDAMENTALS	24	School of Continuing Education	Foundational knowledge of the phases and elements of professional project management are important to the success of a project. Using the knowledge areas and process groups related to project management methodologies, the principles in the course align to the standards in the Project Management Institute, A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Fifth Edition, Project Management Institute, Inc., 2013. Students will gain an essential familiarity of the methodologies, principles and practices of project management. This course provides 24 contact hours in six 4- hour workshops.
PMPTP 2500	PROJECT MANAGEMENT PROFESSIONAL TEST-PREP	35	School of Continuing Education	Passing the Project Manager Professional (PMP) exam can be a challenging task. Having resources and a structured approach for exam preparation can help build confidence. This course is designed for students ready to sit for the PMP exam. In this test preparation course, students will assess their readiness to sit for the PMP exam then build a study plan to use when preparing for test day. Using the study plan as a guide, students will utilize a variety of study resources, including weekly readings, Practice quizzes, flashcards, mock exams, as well as other supplemental materials to address identified content gaps in the study plan. This course provides 35 professional development hours in five, 7-hour workshops.

POL 115	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	College of Humanities and Sciences	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.
POS 221	WINDOWS SERVER CONFIGURATIONS	3	College of Information Systems and Technology	This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands- on access to Windows lab exercises.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

POS 408	.NET I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.
POS 409	.NET II	3	College of Information Systems and Technology	This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.
POS 410	SQL FOR BUSINESS	3	College of Information Systems and Technology	This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
POS 433	UNIX NETWORKING	3	College of Information Systems and Technology	This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX system files, file systems and process, systems administration and security are also examined.

PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.
PRG 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java 2 Platform Development Kit, Standard Edition.
PRG 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	College of Information Systems and Technology	This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.

PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	College of Information Systems and Technology	This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	College of Information Systems and Technology	This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components
PRG 410	C++PROGRAMMING I	3	College of Information Systems and Technology	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 420	JAVA PROGRAMMING I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

PRG 421	JAVA PROGRAMMING II	3	College of Information Systems and Technology	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	College of Social Sciences	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical- thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	PSYCHOLOGY OF LEARNING	3	College of Humanities and Sciences	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 201	FOUNDATIONS OF PSYCHOLOGY	3	College of Humanities and Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	CAREERS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 220	POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME	3	College of Social Sciences	How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 225	POSITIVE PSYCHOLOGY	3	College of Social Sciences	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be "free"? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 230	THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?	3	College of Social Sciences	What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	College of Social Sciences	This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 245	SURVEY OF RESEARCH AND STATISTICS	3	College of Social Sciences	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	PSYCHOLOGY OF PERSONALITY	3	College of Social Sciences	This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	College of Social Sciences	This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.
PSY 270	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM-IV- TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 280	HUMAN GROWTH & DEVELOPMENT	3	College of Social Sciences	This course is a study of the development of the individuals from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 285	SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG	3	College of Social Sciences	This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.
PSY 300	GENERAL PSYCHOLOGY	3	College of Social Sciences	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience

PSY 301	EMOTIONAL INTELLIGENCE	1	College of Social Sciences	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	College of Social Sciences	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	College of Social Sciences	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	STATISTICAL REASONING IN PSYCHOLOGY	3	College of Social Sciences	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 320	HUMAN MOTIVATION	3	College of Social Sciences	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	RESEARCH METHODS	3	College of Social Sciences	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	SENSATION AND PERCEPTION	3	College of Social Sciences	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.

PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	College of Social Sciences	This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception
PSY 360	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 375	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.
PSY 390	LEARNING AND COGNITION	3	College of Social Sciences	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	THEORIES OF PERSONALITY	3	College of Social Sciences	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	THEORIES OF BEHAVIOR	3	College of Social Sciences	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	College of Social Sciences	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.
PSY 435	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	College of Social Sciences	This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.
PSY 460	ENVIRONMENTAL PSYCHOLOGY	3	College of Social Sciences	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	College of Social Sciences	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	ELEMENTS OF CLINICAL PSYCHOLOGY	3	College of Social Sciences	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	College of Social Sciences	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	College of Social Sciences	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610	RESEARCH METHODS IN PSYCHOLOGY	3	College of Social Sciences	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	College of Social Sciences	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	STATISTICS FOR THE BEHAVIOR SCIENCES	3	College of Social Sciences	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	College of Social Sciences	This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of "unscientific" applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	College of Social Sciences	This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.
PSYCH 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	College of Social Sciences	This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.
PSYCH 629	INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	PERSONNEL PSYCHOLOGY	3	College of Social Sciences	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 645	PERSONALITY THEORIES	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	College of Social Sciences	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.
PSYCH 655	PSYCHOMETRICS	3	College of Social Sciences	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	College of Social Sciences	Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well- being across a range of organizational contexts.

PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	College of Social Sciences	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	College of Social Sciences	This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	College of Social Sciences	Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
PSYCH 705	PERSONNEL PSYCHOLOGY	3	School of Advanced Studies	Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	School of Advanced Studies	In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
PSYCH 707	LEADERSHIP THEORY AND MANAGEMENT THEORY	3	School of Advanced Studies	Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	School of Advanced Studies	This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.
PSYCH 709	ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY	3	School of Advanced Studies	Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710	MASTER'S PROJECT	1	School of Advanced Studies	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	DISSERTATION PROCESS	3	School of Advanced Studies	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	School of Advanced Studies	Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	School of Advanced Studies	This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

PSYCH 760R	CONSULTING PROCESSES IN I/O	3	School of Advanced Studies	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	School of Advanced Studies	Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
PSYCH 780	CONSUMER BEHAVIOR	3	School of Advanced Studies	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 790	INDEPENDENT STUDY	3	School of Advanced Studies	The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.

PSYCH 799	COMPREHENSIVE EXAM	1	School of Advanced Studies	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.
QNT 275T	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 351	QUANTITATIVE ANALYSIS FOR BUSINESS	3	School of Business	This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 561	APPLIED BUSINESS RESEARCH & STATISTICS	3	School of Business	This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	School of Business	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
RDG 201CA	READING AND WRITING CONCEPTS	3	College of Humanities and Sciences	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	College of Education	This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	College of Education	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and language arts are also emphasized.
RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
RDG 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	College of Education	This course focuses on children's language and literacy development from birth to age 8. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally-effective assessments are discussed as a means of informing instruction.

RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	College of Education	This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	ELEMENTARY METHODS - READING/LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.

RDG 500	SCIENTIFICALLY BASED READING INSTRUCTION	3	College of Education	This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.
RDG 532	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.
RDG 535	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.
RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE	3	College of Education	This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.

RDG 558	SECONDARY CONTENT AREA LITERACY	3	College of Education	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.
RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDNG 500	Reading Methods: Primary	3	College of Education	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	College of Education	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.

RDNG 502	Reading Methods: Secondary	3	College of Education	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 503	Diagnosis and Remediation	3	College of Education	This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.
RDNG 504	Phonological Theory and Application	3	College of Education	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.
RDNG 505	CHILDREN'S LITERATURE	3	College of Education	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.

RDNG 506	Elementary Reading and Writing Strategies	3	College of Education	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	College of Education	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	College of Education	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.

RDNG 511	Reading Assessment	3	College of Education	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	College of Humanities and Sciences	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.
REL 134	WORLD RELIGIOUS TRADITIONS II	3	College of Humanities and Sciences	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	BUSINESS RESEARCH	3	School of Business	This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

RES 700	STATISTICS ENTRANCE ASSESSMENT	0	School of Advanced Studies	This statistics assessment, which is not credit- bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	School of Advanced Studies	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	School of Advanced Studies	This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.
RES 713	STATISTICS	3	School of Advanced Studies	This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	School of Advanced Studies	The course builds on the student's foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 723	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	School of Advanced Studies	This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726	CORRELATIONAL METHODS OF ANALYSIS	3	School of Advanced Studies	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.
RES 728	QUALITATIVE CASE STUDY	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	School of Advanced Studies	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.

RES 741	TESTING AND MEASUREMENT	3	School of Advanced Studies	A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test devlopment and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.
RES 745	GROUNDED THEORY METHODS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	MIXED METHODS	3	School of Advanced Studies	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed- method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.
RES 750	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I	3	School of Advanced Studies	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.

RES 751	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II	3	School of Advanced Studies	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	School of Advanced Studies	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.
RES 760	MEASUREMENT OF CONSTRUCTS	3	School of Advanced Studies	The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
RES 765	MULTIVARIATE STATISTICS	3	School of Advanced Studies	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.

RES 770	PSYCHOMETRICS	3	School of Advanced Studies	Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
RES ARA1	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA2	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA3	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.

REV 410	REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION	3	School of Business	This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.
RHET 300	RHETORICAL THEORIES	3	College of Humanities and Sciences	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	College of Humanities and Sciences	This course examines American rhetoric from a variety of genres and a range of historical periods.
RHET 475	RHETORIC AND SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the use of rhetoric in contemporary social media.

RHM 410	THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	THE MANAGEMENT OF RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.
RHM 440	REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT	3	College of Health Sciences and Nursing	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.

RHM 450	RETAIL HEALTH FINANCIAL STRATEGIES	3	College of Health Sciences and Nursing	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 506	SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive- behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.
SCHC 510	HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

SCHC 515	LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
SCHC 517	FOUNDATIONS OF SCHOOL COUNSELING	3	College of Social Sciences	This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.
SCHC 519	DELIVERY OF SERVICES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.
SCHC 525	INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.

SCHC 537	RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	College of Social Sciences	This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multi-disciplinary team for special education planning.
SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co- leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 556	PORTFOLIO II	0	College of Social Sciences	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.
SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	College of Social Sciences	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	College of Social Sciences	This course is an orientation to the practicum and internship.

SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCH-CN 501	School Counseling: Delivery of Services	3	College of Education	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 162	PRINCIPLES OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163M	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	College of Humanities and Sciences	This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	OCEANOGRAPHY	3	College of Humanities and Sciences	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	HUMAN NUTRITION	3	College of Humanities and Sciences	This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 230	INTRODUCTION TO LIFE SCIENCE	3	College of Humanities and Sciences	This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.
SCI 241	NUTRITION	3	College of Humanities and Sciences	SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.
SCI 250	MICROBIOLOGY	4	College of Humanities and Sciences	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganism are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.

SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	College of Humanities and Sciences	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems , and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 275	ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.
SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	College of Humanities and Sciences	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	College of Information Systems and Technology	Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.

SEC 110	INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT	3	College of Information Systems and Technology	An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	College of Information Systems and Technology	Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	College of Information Systems and Technology	Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.
SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	College of Information Systems and Technology	Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.

SEC 150	INSIDER THREATS FUNDAMENTALS	3	College of Information Systems and Technology	Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization's security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	College of Information Systems and Technology	Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation ("fire drills"), sheltering from severe weather such as tornadoes, "shelter- in-place" from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.
SEC 210	PHYSICAL ASSET PROTECTION	3	College of Information Systems and Technology	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost- benefit analysis.
SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.

SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	College of Information Systems and Technology	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	College of Information Systems and Technology	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally this course provides an overview of situational crime prevention the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Information Systems and Technology	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Information Systems and Technology	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	INDUSTRIAL SAFETY	3	College of Information Systems and Technology	This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to an investigation of work related accidents.
SEC 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Information Systems and Technology	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.
SEC 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 361	INTERPERSONAL COMMUNICATIONS	3	College of Information Systems and Technology	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	FINANCE AND BUDGETING PRACTICES	3	College of Information Systems and Technology	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Information Systems and Technology	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	THREAT AND VULNERABILITY MANAGEMENT	3	College of Information Systems and Technology	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.

SEC 411	PHYSICAL SECURITY	3	College of Information Systems and Technology	Review of facilities physical security measures, including active and passive protection systems.
SEC 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	College of Information Systems and Technology	Review of personal security measures, including employee, general public and VIP protection systems and methods.
SEC 431	PRINCIPLES OF INVESTIGATION	3	College of Information Systems and Technology	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	College of Information Systems and Technology	This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.

SEC 451	GLOBAL SECURITY ISSUES	3	College of Information Systems and Technology	Course provides an overview of the "General Security Risk Assessment Guideline." Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.
SEC 461	TERRORISM	3	College of Information Systems and Technology	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, student learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.
SEC 471	CRITICAL INCIDENT MANAGEMENT	3	College of Information Systems and Technology	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.
SEC 481	SECURITY CAPSTONE	3	College of Information Systems and Technology	Through operational scenarios and practical exercises, students will address the competencies outlined in the "Chief Security Office (CS0) Organizational Standard," by ASIS/American National Standard. Includes a summary and integration of the entire organizational security and management curriculum.

SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	College of Information Systems and Technology	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	College of Information Systems and Technology	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	College of Information Systems and Technology	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.
SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SEC 532	SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT	3	College of Education	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
SEC 534	READING IN THE CONTENT AREA	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.

SEC 536	SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	SECONDARY CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.

SEC 540	SCIENCE CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	SECONDARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 583	SECONDARY CLINICAL PRACTICE	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.

SEC 586	SECONDARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
SEC 587	SECONDARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 595	SECONDARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

SEC 596	SECONDARY STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	SECONDARY STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEI 300	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL's acquire English.

SEI 301	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K- 12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 506	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	College of Education	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.

SMCEU 2010	SOCIAL MEDIA COMMUNITY FUNDAMENTALS	0.6	School of Continuing Education	Social media has taken old-fashioned "word-of- mouth" marketing to a global level. So much so, that creating and maintaining social media communities is standard practice for organizations of nearly any size today. How does one capitalize on these efforts? By staying mindful of the overall business strategy and keeping the online conversation on-topic. Students in this course will learn how to grow brand awareness, perpetuate the conversation, and influence the world using specific social media communities. This course provides 0.6 continuing education units over one 6-hour workshop.
SMH 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	College of Health Sciences and Nursing	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainbility.
SMH 593	THE ECONOMICS OF HEALTH CARE SUSTAINABILITY	3	College of Health Sciences and Nursing	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost- benefit analysis of sustainable produts, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	College of Health Sciences and Nursing	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidenced based knowledge to support environmental sustainability.

SOC 100	INTRODUCTION TO SOCIOLOGY	3	College of Humanities and Sciences	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	College of Humanities and Sciences	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination and adaptation and conflict in diverse cultures.
SOC 315	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

SOC 333	GENDERS IN SOCIETY	3	College of Humanities and Sciences	The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335	THE PEOPLES AND CULTURES OF ASIA	3	College of Humanities and Sciences	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337	CONTEMPORARY LATIN AMERICAN SOCIETY	3	College of Humanities and Sciences	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	THE AFRICAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern day perspective.

SPAN 110	CONVERSATIONAL SPANISH I	3	College of Humanities and Sciences	SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	CONVERSATIONAL SPANISH II	3	College of Humanities and Sciences	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	College of Education	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	College of Education	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.

SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 512	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	College of Education	This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 544	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	College of Education	This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	College of Education	This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities, including students with traumatic brain injury, other health impairments, and sensory disorders. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Service delivery options, including self-contained placements and inclusion, and their impact on students will be analyzed. Instructional strategies, accommodations, adaptations, and curricular modifications will be explored.
SPE 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	College of Education	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPE 558	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES	3	College of Education	This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	College of Education	This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.
SPE 577	SPECIAL EDUCATION STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SPE 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	College of Education	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.
SPE 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE 594	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
SPE 596	SPECIAL EDUCATION STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SPED 530	Introduction to Learners with Special Needs	3	College of Education	This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create individualized education programs. Historical perspectives, special education law, and current policies and practices are examined.
SPED 531	Special Education Teaching Methods	3	College of Education	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 532	Special Education Assessment	3	College of Education	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	College of Education	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	College of Education	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	College of Education	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.

SPED 536	Transition Planning for Adolescents with Disabilities	3	College of Education	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 537	Mathematics Instruction for Special Education	3	College of Education	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	College of Education	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	College of Education	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPKNGWKSP	BASIC PUBLIC SPEAKING/PRESENTATION SKILLS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
SSCEU 3350	LEAN SIX SIGMA GREEN BELT	8	School of Continuing Education	The Define, Measure, Analyze, Improve, and Control (DMAIC) model is the foundation of Six Sigma methodology. Lean Six Sigma incorporates the DMAIC model with lean methodologies used to streamline business processes. In this course, students will focus on the individual phases of the model, by exploring how each phase impacts the success of projects. In addition, students will learn how the project scope, process mapping, and change management play into the six sigma methodology, while applying lean concepts to reduce waste. 80 hours, 8 - weeks.
SSCEU 3400	LSS GREEN BELT: EXAMS	1	School of Continuing Education	The final course in LSS Green Belt Certificate Program (noncredit) is a collection of exams that measure the concepts covered in the program. There are four exams, Define, Measure, Analyze, and Improve and Control that align with the four courses in the program. The course provides 1 continuing education units over one 10-hour workshop.
STATSWKSHP	STATISTICS WORKSHOP	0	Non-College Specific	Non-credit bearing course for Statistics Workshop offered at campus.

STATWKS	OPEN STATISTICS LAB	0	Non-College Specific	Open lab for students seeking additional help in statistics.
STEAM 506	STEAM Education: Curriculum and Instruction	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	College of Humanities and Sciences	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.

SUS 310	INDUSTRIAL ECOLOGY	3	College of Humanities and Sciences	This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life- cycle assessment.
SUS 330	INTRODUCTION TO SUSTAINABLE AGRICULTURE	3	College of Humanities and Sciences	This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.
SUS 350	GREEN BUILDING AND URBAN PLANNING	3	College of Humanities and Sciences	This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.
SUS 370	SUSTAINABLE ECOSYSTEMS	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380	SUSTAINABLE PLANNING AND LAND USE	3	College of Humanities and Sciences	In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.
SUS 385	SUSTAINABLE OCEAN USE	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.
TCH 501	Teaching Methods: Elementary Art	3	College of Education	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	College of Education	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	College of Education	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem- solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	College of Education	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	College of Education	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	College of Education	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	College of Education	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	College of Education	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	College of Education	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 520	TEACHING METHODS	3	College of Education	This course focuses on general methodology to enhance student learning in today's diverse K-12 classrooms. Participants explore instructional planning, instructional strategies, and assessment. This course provides participants with the opportunity to develop and evaluate instructional materials and assessment strategies.
TCH 533	Teaching Methods: Mathematics Assessment	3	College of Education	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	College of Education	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	USING APPS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.

TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	College of Education	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	College of Education	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	College of Education	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student- centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.

TECH 524	Technology Survival for Educators	3	College of Education	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	College of Education	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	College of Education	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	College of Education	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.

TESOL 572	Assessment	3	College of Education	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	College of Education	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	College of Education	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	College of Education	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TEST 105	Test Course Only 105	3.76	School of Continuing Education	Test Course Only 105
TEST 106	Test Course Only	5	School of Continuing Education	
TEST 107	TEST COURSE 23	4	School of Continuing Education	
TEST 888	TEST TITLE	3	Non-College Specific	This course is a study in Java programming. It covers topics around Java building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle Certified Associate Java SE examination.

TEST 998	TEST COURSE 2	4	Non-College Specific	
TIPSWKSP	STUDY GROUP TIPS AND TECHNIQUES	0	Non-College Specific	This is not an actual course. It is entered as a means to schedule a non-academic activity.
TMGT 540	MANAGEMENT OF R&D AND INNOVATION PROCESSES	3	School of Business	This course explores the role of Research & Development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.
TMGT 550	TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY	3	School of Business	This course introduces the student to the concept of multi- national enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilized technology transfer within a global business to meet the goals of the strategic plan.

TMGT 590	APPLICATIONS OF TECHNOLOGY MANAGEMENT	3	School of Business	This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.
TPA 001	SUBJECT SPECIFIC PEDAGOGY	1	College of Education	This course addresses California's Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.
TPA 002	DESIGNING INSTRUCTION	1	College of Education	This course addresses the second task of California's Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.
TPA 100	TPA PLANNING AND INSTRUCTION	1	College of Education	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.

TPA 200	TPA INSTRUCTION AND ASSESSMENT	1	College of Education	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.
VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	College of Information Systems and Technology	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.

VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	DIGITAL DESIGN	3	College of Information Systems and Technology	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.
VCT 330	IMAGE EDITING WITH PHOTOSHOP	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.
VCT 340	WEB DESIGN WITH DREAMWEAVER	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.

VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
VTC 420	MULTIMEDIA DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
WEB 240	WEB DESIGN FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

WEB 401	WEB DEVELOPMENT	3	College of Information Systems and Technology	This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	ADVANCED WEB DEVELOPMENT	3	College of Information Systems and Technology	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	MOBILE COMMERCE	3	College of Information Systems and Technology	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	College of Information Systems and Technology	This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.

WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	College of Humanities and Sciences	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	College of Humanities and Sciences	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	WRITING FOR SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRITELAB	WRITING LAB	0	Non-College Specific	

XCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.
XCOM 200	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
XCOM 225	FOUNDATIONS OF MASS COMMUNICATIONS	3	School of Business	This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.
XCOM 285	ESSENTIALS OF MANAGERIAL COMMUNICATION	3	School of Business	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

| XECO 212 | PRINCIPLES OF ECONOMICS | 3 | School of Business | This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry. |
| XMGT 216 | ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY | 3 | School of Business | This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry. |

2018-2019

UNIVERSITY OF PHOENIX

SOUTHERN CALIFORNIA REGION
ACADEMIC CATALOG
Volume 52
July 1, 2018 through June 30, 2019 catalog
With Updates Added:
December 1, 2018
(see addenda pages for a summary of updates added by month)

"As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students."

Dr. John G. Sperling

Founder

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Southern California Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following four metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Los Angeles - Long Beach - Glendale, CA	$1,384 - 2,641
Oxnard - Thousand Oaks - Ventura, CA	$1,362 - 3,019
Riverside - San Bernardino - Ontario, CA	$986 - 2,132
Santa Ana - Anaheim - Irvine, CA	$1,632 - 3,304

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. You can obtain a copy of this report by contacting your designated Campus Safety Coordinator or by accessing the following Web site:
http://www.phoenix.edu/about_us/campus-safety.html.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2018

GENERAL POLICY UPDATES

- The Consumer Information section was updated. (see CONSUMER INFORMATION)

- The Institutionally Scheduled Breaks section was updated. (see UNIVERSITY POLICIES)

- The Facilities section was updated. (see FACILITIES)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners. Over the last three and a half decades, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass. Today roughly 45 percent of all college students work at least part-time and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.
These are custom colors and proprietary to the University.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.

Accreditation and Affiliations

Regional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (http://hlcommission.org).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1413
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
http://hlcommission.org

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

College of Humanities and Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online modality. Not all programs are available at all locations.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and

technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in business and management, nursing and health sciences, education, criminal justice, social sciences, natural sciences, humanities, and information technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize information from the desktop. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expected to use throughout their academic programs and careers

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained in the University Library's resources. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the student and faculty website https://ecampus.phoenix.edu/
  - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services.
- After logging into the student and faculty website, select the Library tab and then the University Library link to enter the University Library.
- Select an appropriate resource and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Electronic Reserve Readings for individual courses. These pages provide links to materials relevant to the course curriculum. Access to Electronic Reserve Readings, when available, are listed on course pages within eCampus.

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Find and Research Guides on the library homepage.

- The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
- The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library's resources by clicking the View All Resources Alphabetically link on the University Library homepage.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University-Wide Learning Goals

The University's faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

The intent is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor Degree: 120 credits
- Master's Degrees: minimum 30 credits beyond the Bachelor Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some Schools and Colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students work in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University's teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged

to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University prior to their start date.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, College of Health Professions, College of Humanities and Sciences, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Information Systems and Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
  - A noise-cancelling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
  - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:.

Operating System

	Minimum	Recommended
Microsoft® Windows	Windows 7	Windows 10 or higher
Apple® Mac OS X	Mac OS X 10.10	Latest Version

Microsoft® Windows may be required for some technology courses.

Web Browser

Windows

Browser	Minimum	Recommended
Google® Chrome	48 or higher	Latest Version
Mozilla®Firefox	45 ESR	Latest Version
Internet Explorer	10 or higher	Latest Version
Microsoft®Edge	38 or higher	Latest Version

Mac OS X

Browser	Minimum	Recommended
Apple®Safari	8 or higher	Latest Version
Google® Chrome	48 or higher	Latest Version
Mozilla®Firefox	45 ESR	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft®Office 2013 or later for a personal computer (PC), Microsoft®Office 2011 or later for a Mac.
- An up to date installation of Adobe®Reader
- An up to date installation of the Adobe®Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings
- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft®Visio
- Microsoft®Project

Please note that much of the software required above can be found in the University Marketplace or the online Microsoft®Office offer for enrolled students.

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix or Blackboard™ mobile apps. Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

The College of Information Systems and Technology

The College of Information Systems and Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

School of Advanced Studies

The School of Advanced Studies requires doctoral learners to bring a laptop computer that meets the above technology requirements to residencies.

eCampus: Student and Faculty Portal

eCampus is a secure multifunctional electronic gateway to student services, the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. eCampus is accessible 24/7 and requires no special software. Students can login to eCampus from any computer and Internet Service Provider. Student resources on eCampus include the University Library, eBooks, Media Library, Center for Writing Excellence, Center for Mathematics Excellence, student workshops, Life Resource Center, and Phoenix Career Services.

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic

class environment is where assignments are turned in and exams are completed. Each student's eCampus login credentials are unique; students must not share their login credentials with anyone.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on eCampus, and turn in assignments by accessing assignment links on eCampus.

Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class.

University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges and Schools, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assignment links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/ or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- The recording occurs with the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording
- There is a documented University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

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UNIVERSITY POLICIES

Determining Enrollment at the University

Active enrollment is determined by a student's continuous attendance at the University. A student is considered to be in continuous attendance as long as no more than 14 days exists between academically related activities (ARAs). For exceptions to this 14-day requirement, please refer to Withdrawing from the University. For additional information, please see Academically Related Activities below. Students may have one of the following active enrollment statuses based upon the academic workload for his or her program:

Active Full-Time: The student's required academic workload for his or her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

Active Less Than Half Time: The student's required academic workload for his or her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

Academically Related Activities

Academically Related Activities (ARAs) are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities by the University:

- Messages in a course
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

Courses offered in Blackboard:

- Discussion posts in a course (Blackboard "Messages" do not count towards course attendance)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

ARAs will not generate for activities in Audited (AU) courses. Blackboard "Messages" do not count towards course attendance.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2018/2019 award year is December 25, 2018 - January 5, 2019.

For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:

- The Thanksgiving institutionally scheduled break is November 21, 2018-November 25, 2018.

- The University's Mardi Gras institutionally scheduled break (Louisiana campus only) is March 1,2019- March 5, 2019.
- Other observed holiday institutionally scheduled breaks (e.g. Memorial Day, Labor Day, President's Day, etc.): a one week institutionally scheduled break will be placed on a student's record in the event that he/she is enrolled in a course that has been extended at a local campus due to an observed holiday; actual dates of the institutionally schedule break will vary based upon the observed holiday.

Course Attendance Policy

Attendance is mandatory in all university courses. Students satisfy course attendance requirements through the activities listed below:

- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard "Messages" do not count towards course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
  - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week
    - Blackboard "Messages" do not count towards course attendance.
  - Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if stu-

dents miss more than the maximum allowed absences. Refer to the chart below:

Number of workshops	Allowed Absences	Absences resulting in Withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online associate)	2	3
10-59	2	3
60+	9	10

Students may submit a request for an excused absence for one of the following reasons with supporting documentation:
- Military deployment
  - Documentation can consist of military orders.
- Extreme serious illness or hospitalization of student or family member
  - Family members for hospitalization or serious illness include: mother, father, spouse, and child.
  - Documentation can include a note from the Doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc
- Title IX - Pregnancy and Childbirth
  - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions or childbirth for as long as the doctor deems the absence(s) medically necessary.
  - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of immediate family member
  - Immediate family members include: father, mother, spouse, domestic partner, child, grandparent, brother, sister, aunt, uncle, father-in-law, mother-in-law, brother-in-law, and sister-in-law.
  - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
  - Documents can consist of a copy of the jury summons.
- Other extenuating circumstances
  - Students may request an "E" excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations which requires campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program may request a Leave of Absence (LOA). All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.

- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period.
- An LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which he/she took the LOA.
- Student must return on the date designated as the Return Date on his/her LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal Policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).
- Official Withdrawal: Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
- Unofficial Withdrawal: Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
    -For a student with an approved leave of absence, the University will review the student record on or after the original approved return date.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
    -For a student with an approved leave of absence, the DOD is the day after the student's scheduled return date.

- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
- Administrative Withdrawal: Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
- The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
- The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Calendar

The educational mission of the University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. A student could begin a degree program in virtually any month of the year. This calendar allows the adult student to balance the demands of career, family, and education.

Students qualifying for financial aid may receive a new award each academic year. An academic year is defined as the period of time in which a student completes at least 24 credit hours and 30 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Students should reapply for financial aid prior to the start of each new academic year.

2018-2019 Holiday Calendar

4th of July	July 4, 2018
Labor Day	September 3, 2018
Thanksgiving	November 21, 2018 - November 25, 2018
Winter Break	December 23, 2018 - January 5, 2019
Martin Luther King Jr Day	January 21, 2019
President's Day	February 18, 2019
Good Friday	April 19, 2019
Easter	April 21, 2019
Memorial Day	May 27, 2019

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the College and may apply to a program in place of a required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. The equivalencies are subject to change based on program update or College need.

Equivalent courses must be an equal level or higher, and have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated, when a combination of multiple courses is used to satisfy an equivalency with a course, the excess credits from the combination may apply towards the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

If all courses needed to satisfy a combination equivalency are not completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

The College may also provide course options which are not direct equivalencies to the required course, but which the College has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

The University of Phoenix may be required to cancel courses or programs when necessary. In addition, courses or programs may not begin on their scheduled start dates in the event of certain circumstances, such as faculty unavailability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program if available. Any payments made for cancelled courses will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the Campus Director of Academic Affairs or designated appointee, students may complete Dean approved courses, as available, via Directed Study delivery as outlined below:

- Degree program enrollment: a maximum of twelve (12) completed credits in the program
- Credit bearing certificate program enrollment consisting of four or more courses: a maximum of three (3) completed credits in the program.
- Deployed active duty military students: a maximum of (15) completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

Concurrent Enrollment

Concurrent enrollment is defined as simultaneous enrollment. This refers to enrollment in any two University courses. Students enrolled in courses outside the University are excluded from the definition. Courses will be considered concurrent when start and/

or end dates overlap.

- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit bearing courses concurrently.
- Students enrolled in an Online Associate degree program may not enroll in more than three credit bearing courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students.

Multiple University Credentials

Students may earn multiple credentials from the University of Phoenix. The following policies apply:

- Only one degree in a specific discipline may be earned at each program level (i.e. bachelor and/or graduate); however, students can earn multiple degrees in different disciplines. For purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
  - Graduate degree-seeking students must complete a minimum of 18 credits toward an additional graduate degree. Exceptions are outlined within programmatic policies.
  - Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor degree's required course of study in order to meet residency.
  - Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS). EdS graduates may return to the School of Advanced Studies and earn a doctorate degree.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

A degree or certificate cannot be conferred if all of the required courses were completed prior to the program version's approval and availability in the student's state or jurisdiction.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.

- All undergraduate students may complete a maximum of 45 UOPX credits in a 12 month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12 month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social

security numbers.

Letter Request

All student letter request must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center (ARSC) to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the letter is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the letter containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students who are requesting letters of recommendation or nominations regarding scholarships should contact scholarships@phoenix.edu for assistance.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by a member of the Registrar's Office.

Students may call the National Student Clearinghouse at (703)742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The Registrar's Office is the University's designated department to review and route forms requiring a school official's signature. If the Registrar's Office cannot complete a form, the form will be re-routed to the appropriate department for completion.

University of Phoenix cannot comply with or complete certain forms. Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the form is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the form containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

Record Maintenance

University of Phoenix requires students to complete and sign all student-related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of the Campus Director of Academic Affairs or designated appointee, students may register for and audit University courses.

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. A call/order to active duty includes state-side deployment of active duty military personnel and deployment outside of the country. This does not include National Guard service under authority of State law.

The Military Deployment and Servicemember Readmission policies will also apply to servicemembers and reservists that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all of the following criteria are met:

The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) should give advanced verbal or written notice to Student Services as far in advance as I reasonable under the circumstances of the student's upcoming deployment. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years

The student must give oral or written notice of her intent to return to the school within three years after the completion of the period of service.

- A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to reenroll within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established leave of absence policy and general practices.

A student's eligibility for readmission under this section by reason of such student's service in the uniformed services terminates upon the occurrence of any of the following events:

1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,

2. A dismissal of such person permitted under section 1161(a) of Title 10, USC,

3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided a student meets the readmission criteria, the University must promptly readmit the student to his/her program by assisting the student in enrolling in the next available class or classes in his/her program unless the student requests a later date of readmission or unusual circumstances require the University to admit the student at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not begin attendance because of service in the uniformed services. The student will be considered to be enrolled with the same academic status as long as the University admits the student:

1. To the same program to which he or she was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to admission to a different program.

2. At the same enrollment status that the student last held, unless the student requests or agrees to admission at a different enrollment status.

3. With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.

4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.

5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. However, if the student's veteran's education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school will assess those charges to the student as well. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point he or she left off, the University determines that the student is unable to complete the program, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point he or she left off or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

The University of Phoenix adheres to the Higher Education Opportunity Act (HEOA) to support the educational needs of servicemember students who are deployed.

At the time a student learns he or she will be deployed, students are advised to notify Student Services either orally or in writing. It is recommended that documents sufficient to show the student will be deployed, such as, but not limited to, a copy of the military deployment paperwork or a signed official letter from the commanding officer, be submitted to the student's campus. Although this formal documentation is not required at the time of deployment, students should be advised that it will be necessary in order to be readmitted. If documentation is provided, the campus must fax the documents to eXp for inclusion in the student's file for future reference.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

Students enrolled in a course at the time of deployment are eligible to receive excused absences in accordance with the excused absences policy. Campuses should use discretion and take such action only if the excused absences would benefit the student by allowing the student the opportunity to complete the course instead of being automatically dropped from the course for not meeting the University course attendance requirement.

If the student will be unable to complete the course due to military deployment, the student may drop from the course and receive a full refund of tuition and mandatory fees for the course and a withdrawal "W" grade may be issued.

If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The campus practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

Students scheduled to be deployed for active military duty are advised to contact their campus Financial Representative regarding the status of their account and/or financial aid.

- If documentation is provided at the time of deployment, the campus may place the student in the military forbearance status. The military forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter following deployment, the University's Servicemember Readmission policy will apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, Transient students must have an approved transient student request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to the University of Phoenix who are transferring from closed (or closing) institutions will be allowed exceptions to specific University of Phoenix admission and academic policies if University of Phoenix is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the university:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education credit recommendations
3. National testing program credit earned from:
 a. College Level Examination Program (CLEP®)
 b. Excelsior
 c. Berlitz
 d. National League of Nursing Exams (NLN)
 e. Advanced Placement Examinations (AP)
 f. Defense Language Proficiency Tests (DLPT)

 g. College Level General Education Development (GED)
 h. DSST Exams (previously DANTES and USAFI)
4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University's Colleges, Schools, or Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with International credentials will be placed on an Admissions status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

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Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:
1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory may be accepted towards student's degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Lower and upper division credit is transferred as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student's residence.

Specific regulatory requirements regarding credit limit applications are listed in the grid below and apply to residents regardless of modality of study (unless otherwise stated in the grid below). Use this grid for the given states only.

State	Total Credit Awards	Areas Restricted
California Residents (Ground Campuses)	30 for Bachelors Programs 15 for Associate Programs	• National Testing Programs- Including A.C.E. evaluated military or workforce training activities (i.e. StraighterLine) • Portfolio Assessments • Experiential Essays

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student's program.

2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations}) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

California block transfer policy: Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT {all concentrations} or students residing in Arkansas, Nevada, Oregon, Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program

Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

A signed Enrollment/Disclosure Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Credit Transfer

Information regarding criteria used to evaluate the transfer of credits earned at another institution is located at http://www.phoenix.edu/admissions/transfer_information/previous_college_education.html

The University Credit Transfer Policy can be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/credit_transfer_policy.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide academic records, including an official transcript, for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Articulation Agreements

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer-guides.html

Corporate Partnerships

A list of corporations with which University of Phoenix has established credit recommendation guides through corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC

DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience, nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at https://gosoced.org/ and https://gosoced.org/search-the-network. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

Nondiscrimination Policy

University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices.

 The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status gender variance, age, ethnicity, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Discrimination Grievance Procedures:

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a grievance should be submitted within six weeks after the alleged incident(s).

2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

 a. All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sex discrimination (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.

 b. The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

3. All other discrimination claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

 a. The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimi-

nation and the alleged actions.

 b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:

 i. If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.

 ii. If the accusation is against a student then the Student Code of Conduct procedures apply.

 iii. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

 iv. In the event that the University finds that the discrimination was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

Harassment Policy

The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all campuses, learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, students or third parties which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted advances, sexual or otherwise,
- Requests for favors, sexual or otherwise,
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of favors or submission to requests, sexual or otherwise,
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
- Offensive verbal conduct, including sexually or otherwise explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
- The display of sexually or otherwise offensive pictures, posters, illustrations, or objects,
- Slurs, jokes, or ridicule based on race, ethnicity, national origin, religion, gender, gender identity, sexual orientation or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Grievance Procedures

Students, faculty, or staff alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases, a grievance should be presented within six weeks after the alleged incident(s).

Allegations of sexual harassment must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

- All University staff members are considered "responsible employees." This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sexual harassment (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
- The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).

All other harassment claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

- The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
- If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
  - If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
  - If the accusation is against a student then the Student Code of Conduct procedures apply.
  - If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
  - In the event that the University finds that the harassment was not caused by an individual's actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.
- In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Accessibility and Disability Services

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities.

Determination of accommodations and compliance with the ADA and the Rehabilitation Act for students are managed by the University Accessibility and Disability Services Office. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: http://www.phoenix.edu/students/disability-services.html. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K302

Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at http://www.phoenix.edu/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations (RSO).

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested. Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix Template submitted the year prior must be updated including the completed Findings and Action Plan sections.

- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum UOPX Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Multicultural Affairs & Diversity and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as an organization. Exceptions will be made for new organizations with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.

- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization "Types"

- Academic excluding Honor Societies - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- Honor Societies - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies (e.g., Delta Mu Delta) is typically by invitation and criteria-based.
- Professional -Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- Service - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved Recognized Student Organization Recognition "Statuses"

- University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/chapter. For example, the Phoenix Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- Single Site Recognition - Student organizations which have been approved by the University and the participating student organization's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Acceptable Computer Use for Faculty and Student

University computing and communication resources are for approved business and educational purposes consistent with Uni-

versity policies and procedures.

- Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.
- By using University computing and communication resources all users, including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University's computing and communication resources in violation of the foregoing, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and/or laws. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

Explicitly:

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how information security personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. Therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of

private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to the University Office of Dispute Management or University of Phoenix Information Security.

Office of Dispute Management
4025 S. Riverpoint Parkway, Mail Stop: CF-K301
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

University of Phoenix Information Security
4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

- This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.
- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.

- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

Do Not Call Policies

- Consumers (including students and potential students) who are listed on a state-specific or the federal National Do Not Call Registry may not be called for sales or solicitation purposes unless they have provided consent to the University, or an Established Business Relationship (EBR) exemption exists.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study. (R1)

- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- The University of Phoenix (UOPX) holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of the University are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers' CITI certification must be in place throughout all aspects of the research study. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- IRB Review: The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- IRB Research: The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

- IRB Reports: The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
  - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
  - Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at the University of Phoenix must gain appropriate approvals prior to conducting research.
  All research conducted by any student, faculty, or staff of UOPX is subject to Internal Board Review (IRB) approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects, AND
  - If human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research in or on the University, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.
  The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:
  - samples students, faculty, and staff associated with the University
  - requests that include University records, data, or materials

- Utilizes University-associated systems, websites, and/or tools.

All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to UOPX Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on University of Phoenix Students, Faculty, Staff or Data

- Research studies where University of Phoenix is selected or identifiable as a subject or sample, must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research.
  COR is a university-wide committee run by the Office of Scholarship Support.
- The COR can be found at: https://research.phoenix.edu/content/committee-research Office of Scholarship Support

Minor Children on Campus

Policy on the Protection of Children for RedFlint Innovation Center

University of Phoenix is committed to maintaining a supportive and safe educational environment, one that seeks to enhance the well-being of all members of the University community and that includes creating a secure environment for children who may participate in University activities or workshops or be present at University facilities or events.

Vaccinations and Immunizations

Information regarding program admissions requirements, including immunization requirements for designated states, is located at http://www.phoenix.edu/admissions/admission_requirements.html

California 30-Unit Option

The University offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290 .... 4 credits
Anatomy and Physiology I
BIO 291 ~ .... 4 credits
Anatomy and Physiology II
SCI 250 .... 4 credits
Microbiology
HCS 436 .... 3 credits
Pathophysiology
NSG 321 .... 2 credits
Transition to Baccalaureate Nursing
NSG 341 .... 6 credits
Care of the Medical-Surgical Patient
NSG 347 .... 6 credits
Care of the Medical-Surgical Patient II
NSG 436 .... 4 credits
Care of the Maternal-Child Patient
NSG 441 .... 4 credits
Care of the Pediatric Patient
NSG 411 .... 4 credits
Care of the Mental Health Patient
NSG 447 .... 6 credits
Care of the Complex Medical- Surgical Patient
NSG 471 .... 4 credits
Nursing Leadership and Management
NSG 481 .... 2 credits
Influencing Nursing Practice

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CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at
http://www.phoenix.edu/campus_locations.html

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility
The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Regional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. A comprehensive evaluation is scheduled for fall 2018, and the next Reaffirmation of Accreditation is scheduled for 2022-23.
For more information about University of Phoenix accreditations and licensures, please visit
http://www.phoenix.edu/about_us/accreditation.html.

Higher Learning Commission
230 South LaSalle Street, Suite. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://hlcommission.org

State and International Licensures

University of Phoenix is approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP) from
- Illinois Board of Higher Education
- State of Louisiana Board of Regents
- Michigan Department of Licensing and Regulatory Affairs
- Nevada Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Pennsylvania Department of Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah Division of Consumer Protection
- The State Council of Higher Education for Virginia
- Washington Student Achievement Council

For additional information on state and international licensures visit http://www.phoenix.edu/about_us/accreditation.html

Program Accreditation

School of Business and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management

For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213

School of Nursing Programs

The Baccalaureate degree program in nursing and Master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP)

The following initial teacher preparation programs are accredited at the Hawaii Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Additional Information

A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html.

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration

University of Phoenix
1625 W. Fountainhead Pkwy.
Mail Stop: CF-SX03
Tempe, AZ 85282-2371
800.366.9699

Online

University of Phoenix
1625 W. Fountainhead Pkwy.
Tempe, AZ 85282-2371
866.766.0766

Admissions and Records Service Center

4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
Phoenix, AZ 85040
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at http://www.phoenix.edu/campus-locations.html

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the *Faculty Credentials* section at www.phoenix.edu/faculty. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to http://www.phoenix.edu/campus-locations.html

Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html

Student Borrowing

During the period of time spanning July 1, 2016, through June 30, 2017 53.5% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2014 is 12.8 and the national average is 11.5. The University's loan default rate for Fiscal Year 2013 is 13.3 and the national average is 11.3.

Median Borrowing

The median federal debt of undergraduate borrowers who completed is $32,813. The Federal loan payment over ten years for this amount is approximately $339 per month. Your borrowing may be different.

Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2011-2012 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2017.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2011-2012 cohort year (September 1 - August 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Male	17,042	2,129	12%
Female	43,456	6,463	15%
Nonresident Alien	697	166	24%
Hispanic/ Latino	5,527	995	18%
American Indian/Alaskan Native	569	71	12%
Asian	304	81	27%
Black or African American	16,169	1,711	11%
Native Hawaiian or Other Pacific Islander	263	45	17%
White	20,232	4,222	21%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	60.498	8.592	14%
Two or more races	1,949	268	14%
Race or Ethnicity Unknown	14,788	1,033	7%
Pell Grant Recipients	49,761	6,838	14%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	3,269	771	24%
Students who received neither Pell Grants nor Subsidized Stafford Loans	7,468	983	13%

*Excludes 108 students who became deceased after entering the cohort, but before they graduated.

Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree and/or certificate-seeking students from the previous fall who were still enrolled in the next fall.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016)*	4,747

* Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016) still enrolled as of 8/1/2017	1,132
Retention	23.8%

* Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. Table 1 represents all enrolled students from July 1, 2016, through June 30, 2017. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2016, through June 30, 2017, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	222,647	100%
Male	75,672	34%
Female	146,975	66%
Nonresident Alien	3,564	1.6%
Hispanic/Latino	23,360	10.5%
American Indian or Alaskan Native	1,146	0.5%
Asian	3,409	1.5%
Black/African American	44,582	20.0%
Native Hawaiian or Other Pacific Islander	1,554	0.7%
White	60,134	27.0%
Two or more races	5,224	2.4%
Unknown	79,674	35.8%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	80,712	100%
Male	21,558	26.7%
Female	59,154	73.3%
Nonresident Alien	867	1.0%
Hispanic/Latino	9,028	11.2%
American Indian or Alaskan Native	390	0.5%
Asian	735	0.9%
Black/African American	19,359	24.0%
Native Hawaiian or Other Pacific Islander	529	0.7%
White	21,463	26.6%
Two or more races	2,339	2.9%
Unknown	26,002	32.2%

Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2016 to June 30, 2017). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2016, to June 30, 2017 timeframe.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 11% of students who completed a bachelor's degree from University of Phoenix between July 1, 2016, to June 30, 2017, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

• Master of Business Administration
• Master of Science in Psychology
• Master of Management
• Master of Health Administration
• Master of Science/Administration of Justice and Security

The data is derived from the IPEDS Completions Survey (July 1, 2016 to June 30, 2017 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 17 to Oct. 31, 2017 data).

Alumni Attending Graduate School

Fifty-five percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 55%, 19% are currently pursuing a graduate degree at University of Phoenix. Forty-three percent of University of Phoenix master program grad-

uates indicated they are attending or planned to attend a doctoral-level program. Of this 43%, 10% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program graduates indicated they are attending or planned to attend a master-level program. Of this 65%, 24% are currently pursuing a master's degree at University of Phoenix.

This data is derived from the 2014 Academic Alumni Questionnaire distributed to alumni who graduated from September 1, 2011 to August 31, 2013. Bachelors graduate responses: 6,704, a response rate of 7.96% Masters graduate responses: 5,729, a response rate of 13.29%

Working Alumni

Based on responses from the Alumni Association's 2015 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,506 respondents:

University of Phoenix Alumni Occupation*

Engineer/Architect (including technology)	2%
Finance/Accountant	5%
Teacher/Educator/Education Administrator	10%

Sales/Marketing Representative	4%
Registered Nurse/Other Nursing Professional	6%
Executive/Manager/Administrator	9%
Operations/Production	6%
Technician/Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records/Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2014-2015

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2014–2015:

Arizona

Professional knowledge — Elementary: 99%
Professional knowledge — Secondary: 98%
Professional knowledge — Early Childhood: Less than 10 candidates, score not provided
Aggregate professional knowledge: 98.5%
Aggregate content areas: 94%
Special populations: 91%

California

California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 80%
Aggregate content areas: 96%
Other academic content areas: 100%

Colorado

Aggregate academic content areas: 100%
Other academic content areas: 100%
Special populations: Less than 10 candidates, score not provided

Hawaii

Aggregate basic skills: 98%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Indiana

Aggregate basic skills: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

Nevada

Aggregate basic skills: 97%
Aggregate academic content areas: 100%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate teaching special education: Less than 10 candidates, score not provided

New Mexico

Aggregate basic skills: 100%
Teacher competency — Elementary: 92%
Teacher competency — Secondary: Less than 10 candidates, score not provided
Aggregate teacher competency: 92%
Aggregate academic content areas: 100%

Oregon

Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided
Aggregate basic skills: Less than 10 candidates, score not provided

Texas

Aggregate professional knowledge: 91%

Utah

Aggregate academic content areas: 100%
Aggregate teaching special populations: Less than 10 candidates, score not provided

Program Information for Academic Year 2014–2015

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students enrolled	7,462	189	1,310	136	72	64	127	300	3	56	95

	AZ	CO	CA	HI	IN	MO	NM	NV	OR	TX	UT
Number of students in student teaching	779	18	147	18	12	24	92	32	9	14	24
Number of supervising faculty including part- and full-time	473	14	76	15	6	24	13	20	4	11	21
Student-to-faculty ratio for student teaching	2:1	1:1	2:1	1:1	2:1	1:1	7:1	2:1	2:1	1:1	1:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	14	13	15	12	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://fafsa.gov. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state Please refer to the Academic Catalog for state- and/or program-specific information at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

In addition to the FAFSA, the following forms may be completed during the federal financial aid process:

• Federal Direct Loan Master Promissory Note (MPN)

• Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Statement of Educational Purpose

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education,* (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting on a federal student loan, and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

The parent or student signing the FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or that are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student signs any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or other credential, that person certifies that he or she is the person identified by the PIN, username and password, and/or other credential and has not disclosed that PIN, username and password, and/or other credential to anyone else. If the parent or student purposely gives false or misleading information, he or she may be fined up to $20,000, sent to prison or both.

* Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
  - Not be in default on a federal student loan and do not owe a federal grant overpayment
- Must have a high school diploma or its equivalency

For additional eligibility requirements, visit: http://studentaid.ed.gov/eligibility/basic-criteria and review the Student/Parent Eligibility Policy in the Financial Aid Policies appendix.

Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell

For additional information on how the University calculates and awards Pell Grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/FSEOG

For additional information on how the University defines its selection criteria and packaging philosophy for awarding FSEOG consistently to all eligible students, please review the Campus-Based Programs Policy in the Financial Aid Policies appendix.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant.

For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service

For additional information on how the University calculates and awards IASG grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

State Grant/Aid Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation. Where work or other requirements are included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirements.

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. -

see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
https://highered.az.gov
Leveraging Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

OHIO

Ohio Higher Ed
http://www.ohiohighered.org/

Ohio College Opportunity Grant Program
Tamika Braswell
614.728.8862
https://www.ohiohighered.org/ocog

Ohio War Orphans Scholarship
Amber Brady
614.752.9528
https://www.ohiohighered.org/ohio-war-orphans

VERMONT

Vermont Student Assistance Corp (VSAC)

888.307.8722 | Burlington area 654.3765
https://vsac.org/services

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
https://www.vsac.org/about/our-outreach-programs/gear-up

Vermont Incentive Grant Program
https://www.vsac.org/pay/student-aid-options/grants

Institutional Grant Programs

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. Various institutional grants are offered throughout the year. For a complete list of current institutional grant offerings, please visit http://www.phoenix.edu/institutionalgrants

Scholarships
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Institutional Scholarships

University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with organizations to promote scholarship programs. These scholarships are available to potential students or alumni. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html.

External scholarships are available to the general public, which may include University of Phoenix students.

A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. The CSE evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans
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Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's edu-

cational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit https://studentloans.gov/myDirectLoan/
directSubsidizedLoanTimeLimitation.action.

Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn, and the Direct Loan Disclosure Statement.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/dlrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit https://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit http://www.studentaid.ed.gov/types/loans/plus

For additional information on the application process for obtaining

a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=gradPlusMpn

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/plusrights.pdf, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	$5,500 - No more than $3,500 of this amount can be subsidized loan	$9,500 - No more than $3,500 of this amount can be subsidized loan	$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	$6,500 - No more than $4,500 of this amount can be subsidized loan	$10,500 - No more than $4,500 of this amount can be subsidized loan	
3 & 4 Junior and Senior	$7,500 - No more than $5,500 of this amount can be subsidized loan	$12,500 - No more than $5,500 of this amount can be subsidized loan	
Maximum total loan debt (aggregate loan limits)	$31,000 -No more than $23,000 of this amount may be in subsidized loans.	$57,500 -No more than $23,000 of this amount may be in subsidized loans	$138,500 -No more than $65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs — *Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.*

* Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit http://studentaid.ed.gov/types/loans/interest-rates

Interest Rate Cap for Military Members

During military service, students who qualify under the Servicemembers Civil Relief Act may be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at http://www.nslds.ed.gov/

Private Student Loans

Understand your rights and responsibilities when considering private loan options. Clear and
accurate information can help you make informed choices, so you borrow only what you need and
can reasonably repay.

The University encourages that all federal and state financial aid options are exhausted before private loans be considered. Private loans are made through third-party lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Private loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit

http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts
and any other resources received.

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at http://www.finaid.org/loans/privateloan.phtml

For additional information, please review the Private Loans Policy in the Financial Aid Policies appendix.

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.

- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy for further information.

Verification

A federal financial aid student may be chosen to participate in the verification process by the U.S. Department of Education Central Processing System. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification.

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications.

If a student is selected for verification, the University will request the student provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Documentation of high school completion
- Government-issued photo identification
  - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process.

A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the University. If verification documents are not received within this time-frame, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline or 120 days after the last day of the student's enrollment, whichever is earlier.

For additional information on the different verification groups and types of documents acceptable to complete the verification process, please review the Verification Policy of Financial Aid Policies appendix.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's current COA per college. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

College of Education

Cost of Attendance Components	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,288.00	$9,290.00	$9,460.00	$12,144.00	$12,936.00
rEsource Fees	$1,359.00	$1,360.00	$1,360.00	$1,560.00	$1,560.00
Living Expense and Loan Fees*	$7,110.00	$7,900.00	$7,920.00	$9,540.00	$9,540.00
Room and Board	$4,635.00	$5,150.00	$5,150.00	$6,180.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,430.00	$2,700.00	$2,700.00	$3,240.00	$3,240.00
Loan Fees	$45.00	$50.00	$70.00	$120.00	$120.00
Annual COA	$17,757.00	$18,550.00	$18,740.00	$23,244.00	$24,036.00

*1The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 24 credits

College of Health Professions

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

College of Humanities and Sciences

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate***	Master's Degree
Tuition	$8,145.00	$9,333.00	$9,340.00	$9,360.00	$8,376.00	$15,936.00
rEsource Fees	$1,188.00	$1,359.00	$1,360.00	$1,360.00	$780.00	$1,560.00
Living Expense and Loan Fees*	$7,101.00	$7,110.00	$7,900.00	$7,920.00	$4,770.00	$9,540.00
Room and Board	$4,635.00	$4,635.00	$5,150.00	$5,150.00	$3,090.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,430.00	$2,430.00	$2,700.00	$2,700.00	$1,620.00	$3,240.00
Loan Fees	$36.00	$45.00	$50.00	$70.00	$60.00	$120.00
Annual COA	$16,434.00	$17,802.00	$18,600.00	$18,640.00	$13,926.00	$27,036.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits
***The figures provided for certificate programs are illustrative and based on 12 credits

College of Information Systems and Technology

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,096.00	$9,432.00	$9,430	$9,310.00	$12,474.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,432.00	$17,901.00	$18,690.00	$18,590.00	$20,799.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits

School of Business

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$7,072.00	$9,459.00	$9,460.00	$9,380.00	$12,528.00	$16,632.00
rEsource Fees	$1,024.00	$1,359.00	$1,360.00	$1,360.00	$1,170.00	$1,560.00
Living Expense and Loan Fees*	$6,312.00	$7,110.00	$7,900.00	$7,920.00	$7,155.00	$9,540.00
Room and Board	$4,120.00	$4,635.00	$5,150.00	$5,150.00	$4,635.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,160.00	$2,430.00	$2,700.00	$2,700.00	$2,430.00	$3,240.00
Loan Fees	$32.00	$45.00	$50.00	$70.00	$90.00	$120.00
Annual COA	$14,408.00	$17,928.00	$18,720.00	$18,660.00	$20,853.00	$27,732.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 18 credits.

School of Nursing

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00
Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscellaneous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits

School of Health Services Administration

Cost of Attendance Components	Undergraduate Certificate**	Associate 9 Week	Associate 5 Week	Bachelor's Degree	Graduate Certificate**	Master's Degree
Tuition	$9,500.00	$9,459.00	$9,460.00	$9,410.00	$13,486.00	$14,544.00
rEsource Fees	$1,360.00	$1,359.00	$1,360.00	$1,360.00	$1,364.00	$1,560.00

Living Expense and Loan Fees*	$7,890.00	$7110.00	$7,900.00	$7,920.00	$8,745.00	$9,540.00
Room and Board	$5,150.00	$4,635.00	$5,150.00	$5,150.00	$5,665.00	$6,180.00
Transportation/Miscella-neous/Personal care expenses	$2,700.00	$2,430.00	$2,700.00	$2,700.00	$2,970.00	$3,240.00
Loan Fees	$40.00	$45.00	$50.00	$70.00	$110.00	$120.00
Annual COA	$18,750.00	$17,928.00	$18,720.00	$18,690.00	$23,595.00	$25,644.00

The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses
**The figures provided for certificate programs are illustrative and based on 21 credits*

School of Advanced Studies

Cost of Attendance Components	Doctoral Degree
Tuition	$19,320.00
rEsource Fees	$1,644.00
Living Expense and Loan Fees* Room and Board Transportation/Miscellaneous/Personal care expenses Loan Fees	$9,516.00 $6,180.00 $3,240.00 $96.00
Annual COA	$30,480

* *The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses*

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	24-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the Uni-

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versity will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible. Examples of conflicting information may include, but are not limited to, the following:

- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status
- Citizenship status

Other Resources

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student's cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and state grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: Adjustments to tuition due to an approved leave of absence, early payment discounts and cash payments made by the student will not count as other resources.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives additional other resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Satisfactory Academic Progress (SAP) for DVA Education Benefits

To receive Department of Veterans Affairs (DVA) education bene-

fits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive DVA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for DVA education benefits.

Federal Financial Aid Satisfactory Academic Progress Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

GRADE POINT AVERAGE

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate stu-

dents must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are *excluded* from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)* (provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)**
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

The IX grade is only given to eligible students who require special accommodations (Americans with Disabilities Act) and provides additional time to complete a course. Faculty may select a completion date ranging from 5 to 15 weeks. The IX grade will default to an F grade when the course exceeds the completion date.
**QC grade (effective for classes in progress 9/9/2006): No grade was issued. No credits awarded. A QC is awarded in the following instances:*
- *This grade may be used for zero-credit courses once the attendance requirement has been satisfied.*
- *A QC grade may automatically post for certain doctoral and counseling courses when the IP period expires and*
- *no formal grade has been submitted.*
- *A QC grade is not calculated into the GPA.*
- *This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.*
- *The QC grade is available using a drop-down menu on eCampus.*

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

MAXIMUM TIMEFRAME

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) sta-

tus without the ability to appeal.

PACE OF COMPLETION

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

INCLUDED IN PACE OF COMPLETION

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades: A, B, C, D and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

EVALUATION

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

FINANCIAL AID WARNING

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

FINANCIAL AID DISQUALIFICATION

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

FINANCIAL AID PROBATION

Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to

maintain federal financial aid eligibility.

STUDENT NOTIFICATION

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

REGAINING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

MAXIMUM TIMEFRAME

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

TRANSFER CREDITS-QUALITATIVE

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

TRANSFER CREDITS-QUANTITATIVE

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

PROGRAM CHANGES

Students who change programs at the University are re-evaluated to determine which credits apply to the new program.

The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

REPEAT COURSES

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

CONCURRENT ENROLLMENT

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary program's GPA.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis.

Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

A student should contact Student Financial Services if interested in submitting a professional judgment request.

Note: The University will complete verification before exercising professional judgment for students who have been selected for verification.

For additional information, please refer to the Professional Judgement Policy in the Financial Aid Policies appendix.

Leave of Absence

Purpose

The University must have a written formal leave of absence (LOA) policy. The University and students must comply with the stated policy as well as governing regulations when requesting, approving and processing LOAs.

Policy

This policy is applicable to all students enrolled in degree programs at University of Phoenix.

If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence.

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University's LOA Policy when requesting an LOA, by providing (on or before the start date of the LOA) a written, signed and dated request, including the reason for the LOA, to Student Financial Services. All requests will be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reasonable amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

HEROES Act

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved.

Affected students include those who:

- Are serving on active duty during a war or other military operation, or national emergency
- Are performing qualifying National Guard duty during a war or other military operation, or national emergency
- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

The University will document the decision for granting an approved LOA to an affected student if that student has difficulty providing a written LOA request because of affected status. The documentation will include both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing. For additional information, students should contact their Finance Advisor.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the student returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e., course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates requested by the student and may adjust those dates based on ARAs, classes scheduled, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to Student Financial Services. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The

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University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements During an LOA

The University may disburse Pell, IASG and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the effect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If upon a student's return from an approved LOA a student begins a new program, the student is not meeting the LOA requirement of returning to the program the student was enrolled in prior to taking the LOA. Therefore, in these scenarios, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/ Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Program Changes Policy and Re-Entry Policy for further information)

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	**30 days** after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	**7 days** after the academic year start date or 7 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	**7 days** from the academic year start date or 7 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements
Private Loans	**Varies**: Dependent on individual state requirements	**Varies**: Dependent on individual state requirements

For additional information on student eligibility for standard, late, and post withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable

charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University, may, at its discretion, provide a student access to his/her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with Finance.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt

- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans.

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- Impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions
- A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at http://www.direct.ed.gov/pubs/exitcounselguide.pdf

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf

Federal Teacher Education Assistance for College and Higher Education Grant Counseling

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at https://studentloans.gov/myDirectLoan/launchTeach.action

Within 30 days of learning a TEACH Grant recipient is no longer in attendance, a letter is sent to the recipient advising him or her of the exit counseling requirement. This letter includes an attachment that can be found at https://static.studentloans.gov/images/teachExitCounselingGuide.pdf

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)

A student who is registered and attending classes at the University can postpone making payments on federal student loans from previous colleges by requesting a deferment from the loan holder or servicer. Return all deferment forms to Student Financial Services, who forwards the forms to the Registrar's Office for processing. The loan holder or servicer makes the final determination to grant a deferment request.

Students receiving federal student loans may also obtain deferments for several reasons including serving in the Peace Corps, under the Domestic Volunteer Service Act and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance

Loan Payment Calculator

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. The Repayment Estimator at https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action allows students to estimate their payment under all available repayment plans

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Sample Standard Repayment Calculator Detail

Loan Amount	$12,000
Interest Rate	6.80%

Repayment Summary

Months in Repayment	120
Monthly Payment	$138
Total Interest Payment	$4,572
Total Loan Payment	$16,572

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay.

Graduated Repayment Detail - 120 months starting at a payment of $80 and a final monthly payment amount of $239. Total interest paid would be $5,832, for a total of $17,832.

Extended Repayment - Only available for loan amounts greater than $30,000

Payment amounts under the Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available.

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)

Detailed information on these options is available at http://studentaid.ed.gov/repay-loans/forgiveness-cancellation

Military Benefits

Veterans Educational Benefits

Students who are entitled to Federal VA education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for Federal VA education benefits.

Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U S Department of Veterans Affairs (DVA)

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use Federal VA educational benefits for a specific program at an institution should confirm the program is eligible for Federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the DVA can determine eligi-

bility.. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review http://www.gibill.va.gov

If the DVA determines that the student is not eligible for Federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact Federal VA education benefits for the current course as well as the availability of Federal VA educational benefits in future courses. Please contact your Academic Advisor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base.

University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans' benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, http://www.gibill.va.gov, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay Federal VA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Military Tuition Assistance

To obtain federal military tuition assistance, visit your education or Navy College Office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request; for more information, visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

A student can currently receive 100% of federal tuition assistance from military service, with a $250 cap per semester hour, and a $4,500 annual limit. If a student wants to apply for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve service members who earned Chapter 30 benefits while on Active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website http://www.benefits.va.gov/gibill/tuition_assistance.asp.

Readmission of Servicemembers

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University's Military Division verifying that the student's absence from the University was necessitated by service in the uniformed services.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student's eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student's deployment paperwork or a letter from the commanding officer that includes the student's dates of service.

Exception: The University may not delay or attempt to avoid readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

- The student submits verbal or written notification of intent to re-enroll.

Note: If the student's last date of attendance with the University is more than 365 days in the past, the student must complete an updated admissions application and Enrollment Agreement in accordance with the University re-entry policy. The Military Division should then submit these completed documents along with the servicemember's readmission form. The student may remain in the original program/version without appeal, provided the cumulative length of absence does not exceed five years and that the program has not been expired.

A student's eligibility for readmission under this section by reason of such student's service in the armed services terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, or
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, or
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC

Note: If the student does not submit a notification of intent to re-enroll within the time limits, the student is subject to the University-established leave of absence policy and general practices.

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Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

Students out for a period of more than one year, with current, active or prior military experience in the Army, Coast Guard, Marine Corps and Navy are covered under the Servicemembers Opportunity Colleges (SOC) guidelines, and therefore will be permitted to continue in their original program/version of study. These students are required to complete all degree requirements within the graduation deadline period. Students are granted five (5) years to complete an associate degree and seven (7) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete his or her degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Note: A student with a SOC agreement who changes program, major or concentration is required to update to the most current program/version offered in his or her state or jurisdiction. A new SOC agreement will be created for the student when the student is admitted to the new program/version, and the student will be given a new five (5) year (associate) or seven (7) year (undergraduate) timeframe in which to complete the degree.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and electronic course materials fees are paid whether in attendance or not Students can access account balances and student account information under the account tab on the student website When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process The student may receive a refund or may owe payment to the University depending upon the student's account balance.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course Tuition and all applicable fees for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students will not be allowed to attend courses if a payment is due, or if paperwork is required. All necessary paperwork or payment arrangements must be resolved prior to the course deadline. Students are also required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys' fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student's stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. A student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State Tax

Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact Student Financial Services for the current list of states requiring tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

For instances in which a student may qualify for multiple tuition discounts, the discount that provides the greatest benefit to the student will be applied to the tuition amount.

General Refund Policy

A tuition refund may be granted to those who qualify, based on the state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other fees are nonrefundable, unless prohibited by law.

Payment Policies

Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

The University of Phoenix, Inc.
Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Returned Check Fees

Returned checks will result in an additional processing fee of $25, unless prohibited by law.

Late Payment Fees

Payments must be made in accordance to the selected finance plan. If tuition payment is not received within the terms and conditions of the selected finance plan, fees up to $25 will be assessed to the student account, unless otherwise restricted by law. Late fees are due immediately upon invoice.

Notice

The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report.

If payment for tuition and electronic course materials fees is not received in accordance with the Student Responsibility to Pay Agreement the student may be withdrawn from the program and official transcripts withheld.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The University will invoice students for all courses and fees anticipated for a payment period which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www phoenix edu/tuition_and_financial_options/tuition_and_fees html or contact a Finance Advisor with any questions regarding financial options and scholarships

Cash Plan

The Cash Plan is available to students who will be using e-check or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period and is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and electronic course materials fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U S Department of Veterans Affairs or U S Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available for students who receive Tribal education benefits or whose employer is approved by the University for Direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Tribal Nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix edu

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html

Withdrawing from the University

Circumstances may necessitate withdrawal from the University For further information on officially, unofficially, or administratively withdrawing from the University, please see the University's Withdrawal Policy.

Return of Title IV Policy

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund.

The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.*

Here are a few examples of common course lengths:

Weeks Attended	Refund for 5-Week Course	Refund for 6-Week Course	Refund for 7-Week Course	Refund for 9-Week Course
1 Week	80% Refund	83% Refund	86% Refund	89% Refund
2 Weeks	60% Refund	67% Refund	71% Refund	78% Refund
3 Weeks	40% Refund	50% Refund	57% Refund	67% Refund
4 Weeks	No Refund	No Refund	43% Refund	56% Refund
5 Weeks			No Refund	44% Refund
6 Weeks				No Refund

* Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.

b.If a student withdraws from a course TA funds received by the University will be returned on a pro-rata basis based upon the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro-rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Attendance for 5 week course

Attend 1 Week - 80% Returned

Attend 2 Weeks - 60% Returned

Attend 3 Weeks - 40% Returned

Attend 4 Weeks - No Return

Attendance for 6 week course

Attend 1 Week - 83% Returned

Attend 2 Weeks - 67% Returned

Attend 3 Weeks - 50% Returned

Attend 4 Weeks - No Return

Attendance for 9 week course

Attend 1 Week - 89% Returned

Attend 2 Weeks - 78% Returned

Attend 3 Weeks - 67% Returned

Attend 4 Weeks - 56% Returned

Attend 5 Weeks - 44% Returned

Attend 5 Weeks - No Return

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or Service.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below:
  - Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):
    University of Phoenix
    3110 E. Guasti Road
    Ontario, CA 91761
  - Refund administrative address for California residents attending Online:
    University of Phoenix
    4035 S. Riverpoint Pkwy.
    Phoenix, AZ 85040

Florida

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- The University will retain $45 of the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period.
- Refunds will be paid within 30 days of a student's official withdrawal.

Georgia

Students in Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student's official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

Louisiana

Students in the state of Louisiana will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is nonrefundable.
- Refunds will be paid within 30 days of a student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or $150, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person that paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his or her enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

New Mexico

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.

- If a student withdraws following the expiration of the three-day cancellation period, but prior to the first class, the University may retain up to $200.
- Following the beginning of the first class, refunds will be provided according to the University Institutional Refund Policy.
- Refunds must be made within 30 calendar days of the University's receipt of written notice of withdrawal or the University's termination of the student's enrollment, whichever is earlier.

Virginia

Students in the state of Virginia have three business days, excluding weekends and holidays, during which enrollment may be cancelled without financial obligation other than a nonrefundable fee not to exceed $100 for expenses related to processing the student's enrollment.

Online

The refund policy of the state where online students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others

- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
  Exception: The Student Health Insurance Plan Enrollment/ Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules

- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

* Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.
** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Nelnet Scholarship Management, Aptimus, Protiviti, ACS, National Student Clearinghouse, iParadigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Cenveo, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education, TK20, College Board, Loan Science, Civitas and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations

- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.
- A school official is defined as:
  - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
  - A person employed by or under contract to the University to perform a task.
  - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
  - Performing a task specified in his or her job description or contract.
  - Performing a task related to a student's education.
  - Providing a service or benefit related to a student or a student's family.
  - Representing a school in which a student seeks to enroll.
  - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.

- Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
- Performing studies on behalf of educational institutions.
- Disclosing information to accrediting organizations carrying out their function.
- Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:
- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a

written request to access their records. However, the Office of Admissions & Records will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information.

A student's request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University

discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
- (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel,
- which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied

(For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Reg-

istrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Gainful Employment Disclosures

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program Each program home page is linked to gainful employment information specific to that program For more information about gainful employment disclosures for active open enrollment programs, visit http://www.phoenix.edu/programs/gainful-employment.html. For more information about gainful employment disclosures for closed for enrollment, retired programs, visit http://www.phoenix.edu/programs/gainful-employment/retired-programs.html

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates

and maintains uniform student loan practices that focus on the best interest of student borrowers.

It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at http://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

This policy applies to website visitors, current and potential students, alumni and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain Sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively "Additional Policies").

Information Collected

We collect various types of information through our Sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials and digital technology may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including Social Networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

Information Uses

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:

- To determine your admissibility and to register you for your selected educational programs
- To contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve student retention, site and service performance, user experience and delivery
- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- For external academic research and scholarship
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods

- To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html
- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you've opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

Under California's Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Office.ComplianceUOPX@phoenix.edu

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

Other Collection, Use and Disclosure

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

Other Important Information

We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the "Students' Rights to Privacy and Access to Educational Records" policy, visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Attn: Registrar's Office
4025 S Riverpoint Parkway
Mail Stop: CF-L201
Phoenix, AZ 85040

Admissions and Records Service Center: 800.866.3919

University of Phoenix may update this policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at http://www.phoenix.edu/copyright-legal/privacy_policy.html

How to Contact Us or Access Your Information

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or

University of Phoenix
Attn: Ethics and Compliance
4025 S. Riverpoint Pkway
Phoenix, AZ 85040

Contact Information for Filing Complaints

Students wishing to file a complaint may contact the University's Office of Dispute Management. Local students also have the option to file a complaint directly with the designated state regulatory agency in the state in which they reside. Please note many states require students to exhaust the institution's internal complaint policy before filing one with their agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (http://nc-sara.org). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process. SARA complaints must first be submitted internally for resolution through the University's Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (http://azsara.arizona.edu).

Online students should file external complaints with the Arizona State Board for Private Postsecondary Education

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The

State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, telephone 602.542.5709, website address: www.ppse.az.gov.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

Colorado: The student may contact the Colorado Department of Higher Education, Office of Private Postsecondary Education, 1560 Broadway Road, Suite 1600, Denver, CO 80202; telephone 303.862.3001.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; telephone 770 414 3300, website: https://gnpec.georgia.gov/webform/gnpec-student-complaint-form

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Illinois: The student may contact the Illinois Board of Higher Education, 1 North Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377; telephone 217.782.2551, website: www.ibhe.org. http://complaints.ibhe.org

Louisiana: The student may contact the Louisiana Board of Regents, 1201 N. Third St., Suite 6-200 Baton Rouge, LA 70802; telephone 225.342.4253. Proprietary Schools 225.342.7084.

Michigan: The student may contact the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, P.O. Box 30018,Lansing, MI 48909; telephone 517.241.9221.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330. Website: cpe.nv.gov

New Jersey: The student may contact the Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, Trenton, NJ 08625-0542; telephone 609.984.3738.

New Mexico: The student may contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505.476.8409.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27514; telephone 919.962.1000.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone 717.783.8228.

Tennessee: The student may contact the State of Tennessee Higher Education Commission, Parkway Towers, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830; telephone 615.741.5293.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84114-6704; telephone 801.530.6601.

Virginia: The student may contact the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Mon-

roe Building, Richmond, VA 23219; telephone 804.225.2600.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.

Washington DC: The student may contact the Government of the District of Columbia Education Licensure Commission, 1050 First Street, NE, Washington, DC 20002; telephone 202.727.6436.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:
- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works
- Copyright law provides the owner of a copyright the exclusive right to do the following:
- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites: The U.S. Copyright Office: http://www.copy right.gov

The Electronic Frontier Foundation fair use frequently questions Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so As a user of the University network, recognizing the legal requirements of the files that you may be sharing

with others is important You should be careful not to download and share copyrighted works with others

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

https://www.riaa.com/resources-learning/for-students-educators/

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

<div align="center">

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

</div>

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

The University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes Voter Registration information available at the campuses. The National Mail Voter Registration Form can also be used to register U.S. citizens to vote, to update registration information due to

a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Annual Security Report

The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, the Campus Safety Policies and Campus Crime Statistics for the last three years.

Visit http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drugs prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.htmlto access a PDF file of the University of Phoenix Campus Safety Policies.

Campus Crime Statistics

The Clery Act delineates the offenses which need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to 1) a campus security authority (CSA),

regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official and 2) local law enforcement (collected by the CSA through an information request) over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 and repeated in the U.S. Department of Education's Clery Act regulations.

- Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Rape, Fondling, Incest, Statutory Rape, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft and Arson.
- Hate Crimes - Any of the above-mentioned offenses (excluding Manslaughter by Negligence), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias.
- VAWA Offenses - Any incidents of Domestic Violence, Dating Violence and Stalking.
- Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc. Law Violations, Drug Abuse Violations and Liquor Law Violations.

In addition, the following Kentucky Minger Act offenses (non-Clery Act statistics) are separately provided for the Louisville Campus in the University of Phoenix Annual Security Report:

- Menacing; Reckless Homicide; Terroristic Threatening/Intimidation; and Wanton Endangerment.

Specific campus location statistics are available electronically in the Annual Security Report at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report pdf or by requesting a paper copy of the report from campus security authority (Contact information can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list. html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the campus security authority at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com and http://nsopw.gov/.

You can search by city, county or ZIP code. This information is collected by other agencies, and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Clery Act and for campus

safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Florida Sexual Predator and Sexual Offender Registry

The University of Phoenix Campus Safety website at http://www.phoenix.edu/about_us/campus-safety.html provides a link to the Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website at http://offender.fdle.state.fl.us/offender/homepage.do and toll-free telephone number, 888 357 7332 (for TTY accessibility, dial 877 414 7234) These give access to Florida sexual predator and sexual offender public information, including a database to search for offenders employed or enrolled at Florida universities

Emergency Mass Notification Policy

Apollo Education Group (Apollo) and University of Phoenix (UOPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo and UOPX to contact or send notices, alerts or warnings without delay to employees, faculty and students in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities.

The Emergency Mass Notification Policy applies to all employees, faculty and students of UOPX in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site.

The policy can be viewed in its entirety in the Campus Safety Policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf or by requesting a printed copy from your local campus.

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts to receive all reports relating to crime at University locations. A current list of Campus Security Authority contacts can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use, Underage Drinking, and other

Violations of Alcohol and other Drug-Related Policies

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If any individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a "zero tolerance" policy regarding underage drinking.

Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state or local laws will be enforced.

Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Institutional Sanctions for Alcohol and Drug Violations

Any member of the University community found possessing or selling illegal drugs on University property which includes attending class and meeting with campus personnel or in violation of the institution's alcohol policies while on campus shall be subject to discipline on a case-by-case basis

Discipline will be based on the seriousness of the situation:

- A case may result in dismissal from the University
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol
- Additional state penalties and sanctions may also apply

The University has adopted a zero-tolerance policy regarding alcohol and drug violations

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period,

unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

The student may regain eligibility the day after the period of ineligibility ends.

If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive.

It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

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APPENDIX- FINANCIAL AID POLICIES

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Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This scenario is rare, but most commonly occurs when a student starts with the University after recently attending a different institution or when the student completes a prior program at the University and begins another program. Students in these scenarios need to work with their finance advisor to determine if they have overlapping academic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University

Policy

Allowable Charges

The University defines allowable charges as charges assessed by the University for the current payment period for the following:

- Tuition (including tuition for directed study and state sales tax) and mandatory institutional fees
  - Electronic course materials fees and books (rEsource Fee)
    -By using the ED MAP Book Voucher, the student is considered to have authorized the use of federal financial aid funds for books and is not required to provide any additional authorization If the student chooses not to use the book voucher, the authorization is no longer valid
- California Student Tuition Recovery Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior year, the University will use current-year Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to any prior-year allowable charge (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Campus-Based Programs Policy

Overview

The Campus Based Policy defines the University's selection criteria and packaging philosophy for awarding cam-pus-based funds consistently to all eligible students.

Policy

The University participates in one of the three campus-based programs, the Federal Supplemental Educational Opportunity Grant (FSEOG) Program. The University will make FSEOG funds reasonably accessible to all eligible stu-dents, to the extent of available funds. Furthermore, it will not exclude from consideration any one particular type or category of student.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The following represents selection criteria and procedures for determining which students may be awarded FSEOG funds. These selection procedures are uniformly applied.

First Selection Group

- Undergraduate students who have not earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and credential level) during the same award year in which the campus-based funding will be disbursed

- Students with an EFC** of zero and exceptional need are reviewed for funding under the following formula:

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
= Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

***The University will use the EFC from the same award year for the Direct loan and campus-based programs*
After the University has determined a student's need, the University determines the student's eligibility.

The University first awards all funds to students meeting the conditions of the first selection group. When all stu-dents in the first selection group are awarded and disbursed FSEOG program funds, the University will determine if students in the second selection group can be awarded.

Second Selection Group
- Undergraduate students who have not yet earned a bachelor's or first professional degree
- Students eligible to receive federal Pell Grant funding (based on EFC and undergraduate standing) during the same award year in which the campus-based funding will be disbursed
- Students with exceptional financial need (defined as students with the lowest EFCs who are not receiving Pell Grants). This group also includes students who have exceeded their Pell LEU.

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*
= Exceptional financial need of at least $500

*Refer to the *Packaging Policy* for additional information.

The University keeps documentation of the eligible EFC calculated for the student and confirms Pell Grant eligibility prior to disbursement of the FSEOG. If the FSEOG recipient does not receive Pell Grant funds during the award year, but the documentation shows that the FSEOG award and disbursement were made in good faith, the University is not required to recover the FSEOG funds already disbursed to the student. If the student loses Pell Grant eligibility prior to disbursement of the FSEOG, the University will cancel the FSEOG award.

FSEOG and Pell Lifetime Eligibility Used

If a student receives a Pell Grant for only one payment period of an award year due to reaching the Pell lifetime eligibility (LEU), the student may still receive an FSEOG award for both payment periods in the award year (Refer to the Federal Pell Grant/IASG Policy for further information on Pell LEU). If the student has met or exceeded the Pell LEU, the student does not fall under the first selection group criteria above and is not eligible for any FSEOG awards in the award year. However, if funds remain after the first selection group has been paid; the student may be eligible for FSEOG under the second selection group criteria.

Establishing Categories of Students

The University specifies categories of students to ensure students

in each category have an opportunity to be award-ed FSEOG funds. Categories may be based on class standing, enrollment status, program, date of application, or a combination of factors. The University's written selection procedures ensure that FSEOG recipients are selected based on the lowest EFC and Pell Grant priority requirements over the entire award year. As students are awarded for the federal award year daily, FSEOG funds are reserved for use throughout the award year (on the basis of the University's experience from previous periods), and selection practices are applied in a manner that assures a reasonable consistency over the entire award year. Each year the University reviews prior award year data to determine the appropriate award amounts and allocations to ensure reasonable availability of funds throughout the award year.

Annual Award Amounts

The annual award for each student may be up to $500, depending on availability and student eligibility. The mini-mum FSEOG amount is $100. The award amount is disbursed equally in two payment periods within the academic year. However, if the student is an advancing student finishing out a prior academic year or a student who is in a remaining period of study that is not a full academic year where the remainder of the program or academic year is equal to or less than half of an academic year, the FSEOG payment may be made in one disbursement.

FSEOG is not prorated for graduating students with less than a full academic year remaining or for programs that are less than a full academic year.

Crossover Periods

Crossover periods are payment, award, or loan periods that overlap two award years. If a student is receiving a Pell Grant during a payment period that occurs in two award years and the student is among those with the lowest EFC, the student satisfies the FSEOG first selection group requirements for the same crossover period regardless of which award year the Pell Grant funds are attributed. A student can also receive FSEOG funds under the first selection group requirements during a crossover payment period, from either award year allocation, as long as the stu-dent also receives a Pell Grant in the award year to which the crossover payment period is attributed.

If the second payment period of an academic year starts before July 1 and the University awarded FSEOG using the first award year's allocation, the University will disburse those funds up until the September Federal Register dead-line as long as the student is eligible for those funds.

If the second payment period of an academic year starts after July 1, the University awards the second FSEOG disbursement using the subsequent award year's funds if the student meets the eligibility criteria in the subsequent award year. This includes being eligible to receive federal Pell Grant funding during the same award year in which the campus-based funding is disbursed. However, the University uses the original award year's Cost of Attendance (COA) and EFC in calculating the student's financial need and eligibility for aid from the campus based programs.

Nonfederal Share Requirement for FSEOG

The University meets its nonfederal match of 25% using the aggregate matching method. The University's resources used to reach the nonfederal match may include institutional scholarships and grants; waivers of tuition or fees; the nonfederal portion of state scholarships and grants; and funds from foundations or other charitable organizations.

The University's own resources used to fund FSEOG must be dis-

bursed before or at the time the federal dollars are disbursed. However, outside resources can be used to match federal dollars even if the funds are received at a later date, as long as the University has written information about the funds being award to a student. This written information will be kept on file at the University.

FSEOG Carry-Forward and Carry-Back

The University may spend up to 10% of its current award year FSEOG allocation in the following award year. Carry-forward funds are spent before the current year allocation. The University may also spend up to 10% of its current year FSEOG allocation of expenses incurred in the prior award year.

Carry-forward and carry-back funds are matched in the award year they are spent. Information for both carry-forward and carry-back transactions are reported on the Fiscal Operations Report and Application to Participate (FISAP).

Recalculating Campus- Based Funds

Any time a student at the University begins attendance in at least one course but does not begin attendance in all courses scheduled, the University checks to see if it is necessary to recalculate the student's eligibility for campus-based funds. This recalculation is based on the revised enrollment status and cost of attendance. The University does not include any costs associated with classes the student failed to begin in the COA.

If the student withdraws from the University, this recalculation is performed prior to the completion of the Return of Title IV Funds calculation. The recalculated amounts of campus based funds is used in the Return calculation.

Administrative Cost Allowance (ACA)

The amount of ACA the University may claim is determined by its expenditures for the FSEOG program.

- FSEOG disbursements to students - both the 75% federal share and the 25% nonfederal share
- If the University chooses to provide more than a 25% institutional share to FSEOG recipients, it does not include an FSEOG institutional share in excess of 25% in the calculation of the ACA.

ACA is calculated as follows:

5% of the first $2,750,000 of the University's expenditures to students under FSEOG Program

+

4% of expenditures to students greater than $2,750,000 but less than $5,500,000 under the FSEOG Program

+

3% of expenditures to students greater than $5,500,000 under the FSEOG Program

The University may use the ACA to assist in the costs of administering the campus-based and federal Pell Grant pro-grams such as salaries, furniture, supplies, travel and equipment. The ACA may also be used to pay service fees charged by banks for maintaining campus-based programs accounts, and expenses related to student consumer in-formation requirements. If the University were to claim the ACA, it would come from the FSEOG allocation received. However, the University currently does not claim any ACA from the FSEOG program.

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The University uses the same COA when awarding Pell and Direct Loans unless the student is a Pell or Iraq Afghanistan Service Grant (IASG) only student. If the student is only receiving Pell or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- Books and Supplies (Electronic Course Materials and Books - rEsource Fees)
- rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
- Room and Board (housing and food)
- Transportation
- Miscellaneous (personal care expenses)
- Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition
- Electronic Course Materials and Books (rEsource Fees)

Tuition

The tuition component for the COA is a per credit average based on credential level and college. The University documents how tuition averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Professional Judgment and Overaward & Overpayments Policies for further information.) If a student's period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

Books and Supplies (Electronic Course Materials and Books)

The books and supplies component is calculated using a standard rEsource fee based on the credential for each en-rolled course, for the period of enrollment.

Living Expense

The living expense component is a per month allowance calculated using data provided in the most recent Con-sumer Expenditure Survey. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing).

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Pol-icy for further information)

- Nine months for associate's degree-seeking students (9 week course delivery);
- Ten months for associate's degree-seeking students (5 week course delivery)
- Ten months for bachelor's degree-seeking students; and
- Twelve months for graduate students.
- Certificate seeking students:
  - College of Education
    - Graduate certificate - 12 months
  - College of Health Sciences and Nursing
    - Undergrad certificate-10 months
    - Graduate certificate-11 months
  - College of Humanities and Sciences
    - Undergrad certificate-9 months
    - Graduate certificate - 6 months
  - College of Information Systems and Technology
    - Undergrad certificate-8 months
    - Graduate certificate-9 months
- School of Business
    - Undergrad certificate-8 months
    - Graduate certificate-9 months

Programs Less than an Academic Year and Remaining Periods of Study Less than an Academic Year (End of Program)

The COA for programs less than an academic year and the COA for end of programs (EOPs) is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense to determine the living expense component of the student's COA. The COA for an EOP will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Incarcerated Students

The COA for incarcerated students is limited to tuition, course material fees, and books and supplies, if required in the program of study. (Refer to the Student/Parent Eligibility Policy for further information)

Tribal Budget

The University prepares a separate tribal budget for students who receive tribal funding. The tribal budget consists of actual tuition rates for the tuition component and may include a child/dependent care average component obtained from the National Association of Childcare Resource and Referral Agency (NACCRRA). The University averages each childcare type for weekly and hourly cost for each state. Documentation is available for review, upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Direct Loan Policy

Overview

The Direct Loan Policy addresses the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive.

Policy

Application Process

To obtain a Direct Loan (DL), a student must complete and submit a current award year Free Application for Federal Student Aid (FAFSA). Additional forms, such as the University Financial Aid Application, Direct Loan Master Promissory Note (MPN), and/or Direct Loan Entrance Counseling (if first time borrower) may also be needed.

Once completed documents are received, the University determines the student's eligibility for the DL program and awards accordingly. The University will send out a notification of the proposed loan package via an award letter including the proposed loan type(s) and amount(s). Once the award is made, the University transmits the loan origination and disbursement record to the Department of Education (ED). ED will provide an origination acknowledgement confirming the student has a completed MPN and is eligible for the DL program funds awarded. Prior to the anticipated disbursement date, the student's eligibility for the DL program funds is reconfirmed and loan funds are drawn-down from ED and disbursed to the student by application to the student account with the University.

MPN Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Request may be made for an increase or decrease to the loan amount. However, if the amount(s) of Direct and/or Federal Direct PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the date of disbursement will be honored as a partial cancellation based on title IV funds that are currently unapplied. The University notifies the student/parent in

writing of the outcome of his or her request regardless of when the cancellation request is received.

Loan Period

The minimum period of enrollment the University may originate a Direct Loan is the lesser of the following:

• The length of the student's program
• The student's academic year (Refer to the Academic Year Definition Policy for specific requirements)
• The remaining portion of the student's program (if the program is shorter than an academic year

The maximum period the University may originate a DL is

• generally, the student's academic year (Refer to the Academic Year Definition Policy for specific requirements); or
• for a defaulted borrower who has regained eligibility, the academic year the borrower re-gained eligibility.

Note: For information on loan periods for students who transfer from another school, complete a program and advance to another program at the University, or change programs at the University, refer to the Transfer Policy and Program Changes Policies

Annual Loan Limits for Subsidized and Unsubsidized Loans

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
(1) Freshman	$5,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$9,500 (base) (no more than $3,500 of this amount can be a subsidized loan)	$20,500
(2) Sophomore	$6,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	$10,500 (base) (no more than $4,500 of this amount can be a subsidized loan)	
(3 & 4) Junior and Senior (5) Fifth year undergraduate	$7,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	$12,500 (base) (no more than $5,500 of this amount can be a subsidized loan)	
A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Direct Unsubsidized Loan amounts. Student dependency status will be determined based on answers to questions on the Free Application for Federal Student Aid (FAFSA)			

Students may attend another school(s) while attending the University and receive Direct/PLUS loans at both schools for the same period of enrollment. If this occurs, the University resolves any possible annual loan limit overaward by reducing or cancelling loan disbursements to ensure students do not exceed annual loan limit amounts.

Aggregate Loan Limits for Subsidized and Unsubsidized Loans

When reviewing NSLDS, the University uses the **Aggregate Outstanding Principal Balance (Agg. OPB)** shown in NSLDS for each of the student's outstanding federal loans. If the student has one or more consolidation loans, which may include Subsidized and Unsubsidized federal loans, NSLDS will show separate totals for

each. The University is not responsible for reviewing "unallocated" loans if they are present in NSLDS.

The following represents the maximum outstanding total subsidized and unsubsidized loan debt:

	Subsidized	Total (subsidized & unsubsidized)
Dependent Undergraduate Students (excluding those whose parents cannot borrow PLUS)	$23,000	$31,000
Independent Undergraduate students & Dependent Undergraduate Students whose parents cannot borrow PLUS	$23,000	$57,500
Graduate & Professional Students	$65,500	$138,500

If a student at the University has received federal loans at other schools, the University reviews the student's financial Aid history on the Institutional Student Information Record (ISIR) to ensure the student has remaining eligibility under the aggregate loan limits If a student exceeds the aggregate loan limits, the student may not receive additional direct loans until the student (1) repays in full the excess loan amount; or (2) makes arrangements, satisfactory to the holder of the loan, to repay the excess loan amount

150% Direct Subsidized Loan Limit

Borrowers who have no outstanding balance on a Direct Loan or a Federal Family Education Loan (FFEL) on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013 will have Direct Subsidized Loan eligibility limited to a period not to exceed 150 percent of the length of the borrower's educational program. In addition, under certain conditions, these first-time borrowers who have exceeded the 150 percent limit may lose the interest subsidy on their Direct Subsidized Loans. ED will monitor this subsidized usage and notify borrowers through dis-closure statements provided to the borrowers.

Additional Unsubsidized Eligibility

Independent undergraduate, graduate or professional students may borrow additional unsubsidized annual loan amounts.

Dependent undergraduate students, whose parents are unable to borrow PLUS loans due to adverse credit or other documented exceptional circumstances, may borrow additional unsubsidized annual loan amounts. Exceptional circumstances include, but are not limited to, circumstances in which the student's parent receives only public assistance or disability benefits, is incarcerated, has an adverse credit history, or the parent's whereabouts are un-known. A parent's refusal to borrow a Federal PLUS Loan or Direct PLUS Loan does not constitute exceptional circumstances.

Dependent undergraduate students, whose parents have ended financial support and refuse to file the FAFSA, may be eligible for unsubsidized loans. In these scenarios, the University verifies that the parents have ended financial support and refuse to file the FAFSA based upon documentation submitted by the dependent student. These stu-dents must complete and submit a FAFSA that

includes all the required student information. They are eligible to receive only an unsubsidized loan and not any other federal financial aid assistance. The maximum annual unsubsidized loan amount they may receive is the "base" annual loan limit for the student's grade level plus the additional $2,000 unsubsidized amount.

Loan Origination Date

The date of a loan origination is the date the University creates the electronic loan origination record. The University will not originate a direct loan for a loan period in which the student is no longer enrolled at least half-time, even if the student is otherwise still enrolled at the University. Any funds originated after the student's loan period end date are not kept by the University.

Annual Loan Limit Progression

The student's academic year is used as the basis for the annual loan limits To advance to the next grade level and for annual loan limit purposes, the student must successfully complete and earn the weeks and credit hours in the academic year. Students in nonterm programs can never progress to the next grade level in the middle of an academic year. (Refer to the Academic Year Definition Policy for specific requirements)

If the University accepts transfer credits for a student transferring from another school into a program at the University that is greater than one academic year in length, the University uses the loan limits associated with the grade level based on the credits accepted

Prorating Annual Loan Limits

The University is required to prorate Federal DL eligibility in the following scenarios:

- The program is less than one academic year in length (see Academic Year Policy for more in-formation)
- The undergraduate program is more than one academic year in length but a student's remaining period of enrollment in this undergraduate program is less than an academic year in length based on required credits

Program is less than an academic year in length

Students enrolled in programs less than an academic year in length will have their DL eligibility amounts prorated. The annual loan limit for these programs is based on the lesser of -

$$\frac{\text{Credit hours enrolled in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

OR

$$\frac{\text{Weeks enrolled in the program}}{\text{Weeks in the academic year}} \text{ X Annual loan limit}$$

Program is more than an academic year in length but remaining period of enrollment is less than an academic year in length in required credits.

Students enrolled in undergraduate programs with a remaining period of enrollment less than an academic year, as measured in credit hours, will have their DL eligibility amounts prorated based

on

$$\frac{\text{Credit hours remaining in the program}}{\text{Credit hours in the academic year}} \text{ X Annual loan limit}$$

Example: An independent, second year student is enrolled in the AAB program. He has a remaining period of enrollment consisting of 12 credit hours. A full academic year at the University is defined as 24 credit hours.

Direct Loan Calculations to Determine Eligibility for Remaining Period of Enrollment

Maximum Subsidized eligibility for remaining period of enrollment	(12/24) X $4, 500 = $2,250
Maximum Unsubsidized eligibility for remaining period of enrollment	(12/24) X $6,000 = $3,000

In the proration scenario described above, standard rounding rules apply.

Note: the proration formulas determine the maximum loan amount a student may borrow for a remaining period of enrollment, not the loan amount the student may actually receive. In some cases, the actual loan amount the stu-dent is eligible to receive may be less than the prorated loan limit (based on costs, EFC, other aid, aggregate borrower, etc.)

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post withdrawal disbursements from the University. The University may only disburse federal financial aid funds to eligible students.

Policy

Standard Disbursement

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the stu-dent is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

If the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure at least one-half the credit hours and one-half the weeks of instructional time in the AY are completed. Occasionally, when a student's file is reevaluated, the second payment period may consist of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the second disbursement of the remaining period is made once the student successfully completes one-half of the weeks of instructional time AND earns one-half the credits in the remaining period. If the remaining period is equal to or less than one-half an AY, the second disbursement of the remaining period may not be disbursed until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining payment period.

If the University is unable to determine when a student has successfully completed one-half the credit hours in the remaining period of study, the second payment period will begin on the latter of the date the student successfully completes 1) one-half of the coursework in the remaining period; or 2) one-half the weeks of instructional time in the remaining period. If the remaining period consists of only three credit hours and five weeks of instructional time, the second disbursement will be made once the student successfully completes 3 weeks of instructional time.

The University will disburse Direct Loan proceeds in substantially equal installments, and no installment will exceed one-half of the loan amount.

First-time, first-year undergraduate borrowers will not have the first installment of Direct Loan proceeds disbursed until 30 calendar days after the program of study AY begins. The University will schedule disbursements according to procedures.

Before disbursing federal financial aid funds, the University determines and documents the student's eligibility to receive federal financial aid funds.

The University disburses federal financial aid funds by crediting the student's account no later than three business days after receiving the funds. Funds in excess of allowable charges are paid directly to the student, or parent as applicable. (Refer to the *Federal Financial Aid Credit Balance Policy* for additional information.)

Right to Cancel

Before the University disburses federal financial aid funds, the University will notify the student of the amount of funds that the student (or parents in the case of PLUS loans) can expect to receive under each federal financial aid program and how and when those funds will be disbursed.

The University will notify the student (or parent) of the amount of the federal aid disbursement, the student's (or parent's) right to cancel all or a portion of the loan, or loan disbursement and have the proceeds returned to the holder of the loan. The notice will also include the procedures and time by which the student (or parent) must notify the University that he/she wishes to cancel the loan, or loan disbursement. This notice will be sent to the student/parent no earlier than 30 days before and no later than seven days after crediting the student's account at the University.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Direct Loans, is no longer enrolled at least half time; or
- For Federal Grants, the student is no longer enrolled at the University for the award year

If a student completes a payment period or period of enrollment, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The following conditions must be met prior to the date the student (or parent) became ineligible for a late disbursement.

	Program	
Pell Grant/IASG		No additional requirements
FSEOG	For all programs, the Department processed a SAR/ISIR with an official EFC.	Student is awarded a grant
Direct Loans		A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Pell Grant/IASG	For all Title IV programs, the University received a valid SAR/ISIR by the date established by ED.
FSEOG	No additional limitations
Direct Loans	1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the peri-od for which the loan was intended.

Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for current allowable charges. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

The University will make a late disbursement to the student no later than 180 days after the date of the University's determination the student withdrew, or for a student who did not withdraw, 180 days after the date the student be-came ineligible.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student's obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student's authorization to receive the loan must be submitted via the late disbursement letter or via a signed statement submitted to the University titled "Late Disbursement Notification."

The student has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan funds are canceled. The University will make the late disbursement to the student no later than 180 days after the date of the University's determination that the student withdrew or became ineligible. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the

University offers the funds to the student in writing and does not disburse the direct loan funds directly to the stu-dent until the stu-dent's authorization is received.

Late Disbursement - After 180 Days

The University will make a late disbursement of federal financial aid funds within 180 days of the date the student became ineligible. No disbursement of these funds is made after the 180-day time-frame.

Post Withdrawal Disbursement

Withdrawn students lose federal financial aid eligibility and can-not be paid additional federal financial aid funds for the payment period and/or AY.   However, as a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date.

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a dis-bursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period
- Disbursements of Federal Pell, or IASG funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University may credit a student's account with a PWD of fed-eral financial aid grant funds (Pell, IASG, and FSEOG) without the student's permission, for outstanding current (educationally related) charges. The University will obtain a student's authoriza-tion to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the stu-dent withdrew.

If the student does not respond to the University's notice for autho-rization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See the Fed-eral Financial Aid Credit Balance Policy for the definition of out-standing charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written noti-fication is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written noti-fication includes the following:

- "The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information in reference to the borrower's obligation to repay Direct Loan funds, if disbursed.
- A request for authorization to credit Direct Loan funds to the student's account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to extend this timeline. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
  - If the University declines to honor a late response accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
  - If the University chooses to honor a late response, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final de-termination made concerning the disbursement is documented in the student's file.
- Instructions to submit the response electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, or fax.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the Uni-versity to make all or a portion of the PWD, the funds are dis-bursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late response, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late response accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs The University will pay the excess federal financial aid funds directly to the student or par-

ent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance.

Attribution of Funds

The University will consider to have disbursed federal financial aid grants before direct loans to the student's ac-count in the following order regardless of when the funds are credited:

- Pell Grant
- Iraq and Afghanistan Service Grant (IASG)
- FSEOG
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Graduate/Professional PLUS Loan
- Parent PLUS Loan

Note - Federal regulations require direct loan funds applied to a student's account, to be applied to current charges first.

Application of Funds

The University applies funds received from a federal financial aid disbursement in the following order:

- Invoiced and unpaid allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges)for the current payment period or prior payment period of the loan period;
- Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed $200

Timeline to Issue a Federal Financial Aid Credit Balance

If there is a federal financial aid credit balance, the University will issue those funds to the student, or parent as applicable, within 14 days of the date funds are disbursed (applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher

All Title IV eligible students with a federal financial aid credit balance who meet the criteria for funds that could have been disbursed 10 days prior to the beginning of the payment period will be notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University to purchase books and supplies. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

Return of Title IV

The University will hold a federal financial aid credit balance until completion of the Return of Title IV (R2T4) process. (Refer to the *Return of Title IV Policy* for additional information.) Once the R2T4 calculation is completed, if there is any federal financial aid credit balance remaining, the University allocates the credit balance as follows:

- First, to repay any grant overpayment owed by the student as a result of his/her withdrawal

- Within 14 days of the date the R2T4 calculation is performed, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
  - Pay authorized charges at the University; or
  - Pay the student directly (or parent for a Direct PLUS loan)

Refer to the Return of Title IV Policy for additional information.

Returning Unclaimed Federal Financial Aid Credit Balances

Federal financial aid funds may not escheat to a state or any other third party. The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, the University returns the funds to the applicable federal financial aid programs no later than 45 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant-IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants and IASG to eligible students.

Policy

The University calculates the annual award for students in non-term credit-hour pro-grams using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment sched-ule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Calculating Payment Amounts

The award for each payment period may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours in the payment period over the credit hours in an academic year

  or

- Weeks of instructional time in the payment period over the weeks in the academic year.

The scheduled Pell/IASG award is calculated using the lesser per-centage multiplied by the scheduled award.

Crossover Payment Periods

When a payment period falls into two award years -it begins before July 1 and ends on or after July 1 - it is referred to as a "crossover payment period." If a student is en-rolled in a crossover payment period, the entire payment period must be considered to occur within one FAFSA award year. The University determines for each Pell/IASG grant recipient the award year in which the payment period is placed. Students are awarded from the oldest and active aid year first.

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse

50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Students Declining Pell Grant Funds

Students who decide to decline all or a part of a Pell grant disbursement must deliver to the University a signed, written statement clearly indicating they are declining the Pell grant funds for which they are eligible. Furthermore, they must understand those funds may not be available once the FAFSA award year is over. If the University receives a statement indicating such from the student, it will submit any adjustment records for the student to the Common Origination and Disbursement (COD) System. Any University account balance(s) resulting from the return of Pell Grant funding is the responsibility of the student.

Students Returning Pell Grant Funds

Students have the option of returning all or a portion of Pell grant funds they were eligible to receive, as long as this return is taken during the SAME award year. If they choose to do so, they must deliver to the University a signed statement clearly indicating they are returning the Pell grant funds they are eligible for. Furthermore, they understand those funds may not be available once the award year is over. Students must return the funds directly to the University, and the University will return those funds to the Pell

grant account. After doing so, the University must submit the required adjustment records for the students to the COD System. Any University account balance(s) resulting from the return of Pell/IASG Grant funds is the responsibility of the student.

The University does not accept any Pell/IASG grant funds from prior FAFSA award years.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will then contact Federal Student Aid's COD School Relations Center at 800-474-7268. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed.

On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student's Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.

Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. These students are notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher. (Refer to the *Federal Financial Aid Credit Balance Policy* for further information)

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the re-calculation, the student received more Pell/IASG award that the student was eligible for, an overpayment exists. Refer to the Over-awards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. re-solves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Financial Aid Counseling Policy

Overview

The Financial Aid Counseling Policy addresses the requirements of the University ensuring initial entrance counseling is completed and students are notified of the requirement to complete exit counseling for each Direct, Graduate/Professional PLUS and Perkins loan borrower.

Policy

Entrance Loan Counseling

Entrance loan counseling, for Direct and Graduate/Professional PLUS loan borrowers, provides comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan.

The University ensures entrance loan counseling is completed for each first-time borrower. Students can submit proof of prior completion or can complete it on iGrad or StudentLoans.gov. The disbursement process prevents a student from receiving funding without completing entrance counseling. The counseling session includes completion of an interactive program that tests the borrower's understanding of the terms and conditions of the loans.

The University ensures an individual with expertise in federal financial aid is reasonably available to answer the borrower's questions regarding those programs.

Online counseling for Direct and Graduate/Professional PLUS borrowers generally provides the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Other terms and conditions
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods (if first disbursement was between 7/1/2012 and 6/30/2014), and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt

Entrance loan counseling for Grad PLUS borrowers also includes information about options to pay interest on a PLUS Loan while the borrower is in school.

The University maintains documentation substantiating the completion of entrance loan counseling for each student borrower.

PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.

Exit Loan Counseling

Federal financial aid recipient students within 2 to 7 credits of completing their pro-gram at the University will receive an electronic notification about the requirement to complete exit loan counseling. In addition, within 30 days of a student's last date of attendance, the University sends a letter with a link to complete NSLDS counseling and the required exit counseling materials. An eLetter is also sent to direct students to NSLDS.

If the student is a Direct Loan borrower at the University and withdraws prior to completing his/her program of study, the University mails exit loan counseling material to the borrower at the last known address and send an email directing the student to the NSLDS website where exit counseling may be completed. The material is sent within 30 days of the University learning the borrower has withdrawn. The University documents the student's file with the date the materials were sent.

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

The University ensures those affected by war, military operations or national emergencies are not disadvantaged because of their status.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect more accurately the financial condition of an affected individual and family The University has the option of using the applicant's original EFC or the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment

procedures established by the Secretary as discussed in the following section

Professional Judgment

To more accurately reflect financial need, the University uses professional judgment on a case-by- case basis for affected individuals The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications (e g , an individual's income increased as a result of serving on active duty)

The University clearly documents the reasons for any adjustment and the facts supporting the decision In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the Univresity accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND

- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed If the University receives the tax information, it will verify the income information of the tax filer(s)

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student With-draws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Re-fer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or

- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Stu-dent Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the Federal Student Aid (FAFSA), Student Aid Report (SAR) or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual in this category

Leave of Absence Policy

Overview

The Leave of Absence (LOA) Policy addresses the temporary interruption in a stu-dent's program of study, when the student is not in attendance at the University. The LOA Policy is applicable to all students enrolled in certificate and degree programs at the University. If a student is not actively enrolled in a program, the student is not eligible to apply for an LOA. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for federal financial aid recipients.

Policy

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 180 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Required Documentation

A LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University's LOA Policy when re-questing a LOA, by providing (on or before the start date of the LOA) a written, signed, and dated request, including the reason for the LOA, to the finance advisor. All re-quests will be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the cam-pus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reason-able amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

If a student is out of attendance due to an unforeseen circumstance and considered unofficially withdrawn and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is unofficially withdrawn and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

Length

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student's initial LOA is used when deter-mining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class be-cause of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University's academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the stu-dent returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e. course start date). A new LOA request form will be required for any additional LOAs.

Note: At the time of the LOA approval, the University will review the LOA dates re-quested by the student and may adjust those dates based on ARAs, class schedules, etc.

Extending an LOA

A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to the finance advisor. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

Institutionally Scheduled Breaks

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student's LOA is scheduled to end on or within an institutionally schedule break, the University will update the LOA return date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student's LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

Disbursements during an LOA

The University may disburse Pell, IASG, and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Completion of Coursework upon Return

If a student takes an approved LOA in the middle of a course, the University must en-sure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the LOA end date.

Failure to Return

The University will advise the student, prior to granting the LOA, the affect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's financial aid package.

Policy

An overaward occurs when a student's financial aid package exceeds financial need or when the total of all awards exceeds the cost of attendance (COA). Over-awards are usually the result of the student receiving financial assistance the University was not aware of when the student was packaged and/or awarded. The overaward becomes an overpayment if the University cannot correct the issue be-fore funds are disbursed to the student.

Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded If the University awards a Pell Grant to an ineligible student, that award becomes an overaward and must be resolved

If the University makes a Pell Grant overpayment for which it is not liable and the student is still enrolled, the University will return the funds on behalf of the student The student's financial aid is repackaged according to eligibility, and the student owes the University, rather than the Department of Education, any Pell grant funds he or she was ineligible to receive

If the student withdraws from the University and the Return to Title IV calculation results in a Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds need or COA, but the IASG by itself does not exceed the stu-dent's need, the University must reduce other financial aid to eliminate the over-award. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the stu-dent's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or
- grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

Direct Loans

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) estimated financial assistance (EFA) for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either -

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not al-ready done; or
- Reducing or returning one or more disbursements to eliminate the over-award.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this over-award.

Financial Aid Assistance Exceeds Cost of Attendance

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University reduces or cancels any future federal financial aid loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If a return of funds is necessary to eliminate the overaward, funds are returned in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan

If the student becomes ineligible for only part of a Direct Loan or PLUS loan, the University will reduce the loan to eliminate the amount the student is ineligible for. If the student has no loans or if the student's financial assistance still exceeds the student's financial need or COA, the University will proceed to reduce institutional grant and/or scholarship aid.

Reminder - The University will adjust the financial aid package to prevent an overaward of campus-based funds.

Conflicting Information and Other Assistance

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive financial assistance it was unaware of for a student. If the financial assistance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period of enrollment just completed.

Packaging Policy

Overview

The Packaging Philosophy Policy addresses the University's calculation of student awards based on costs, period of enrollment, and statutory award maximums.

Policy

Prior to determining a student's eligibility for federal financial aid, the University con-firms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University uses the "Ladder" packaging methodology allowing all applicants to be treated in the same manner when awarding funds. The University packages up to the cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Determining Need

The University subtracts the EFC, the Federal Pell Grant and other non-federal financial aid re-sources from the COA to determine remaining need.

Example:

$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 1,400	Scholarship
$7,000	Remaining Need

The order in which financial aid is considered and awarded is as follows:

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

Zero EFC Treatment for Children of Soldiers

An otherwise-Pell eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of federal financial aid if (1) the student was less than 24 years of age when the parent or guardian died; or (2) enrolled at an institution of higher education at the time of the parent or guardian's death.

The University uses an EFC of zero to package all federal financial aid if the student meeting the previously stated criteria has a Pell-eligible EFC. The zero EFC is only used for packaging purposes. The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment. This is based on a match with the U.S. Department of Defense file of eligible dependents.

Other Resources

Other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments

- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Grants and Scholarships

Grants and scholarships awarded:
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Scholarships
- State Grants
- Need-Based Institutional Grants

Determining Remaining Need

Self-help aid is awarded to meet remaining need as follows:
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Parent PLUS Loan
- Federal Direct Graduate/Professional PLUS Loan

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct unsubsidized loan amounts they are eligible for, are notified of their maximum unsubsidized loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Estimated Financial Assistance

The University considers need-based aid as well as non-need-based aid as estimated financial assistance (EFA) when packaging financial aid for a student. EFA includes, but is not limited to, the following:
- Federal Pell Grant
- Campus-Based Aid
- State Grants
- Scholarships
- AmeriCorps *
- Fellowships or Assistantships
- Tuition Assistance
- Waivers/Discounts
- Direct Subsidized and Unsubsidized Loans
- Direct Parent and Graduate/Professional PLUS Loans
- Private Loans

Iraq and Afghanistan Service Grants are not considered EFA. Therefore, they are never included in determining if a student's financial assistance exceeds need or COA. Likewise, if a student's other financial assistance exceeds a student's need or cost of attendance, as applicable, the stu-dent's Iraq Afghanistan Service Grant should not be reduced in eliminating the excess. However, and Iraq and Afghanistan Service Grant may be reduced if it alone exceeds a student's COA.

If an IASG recipient becomes eligible for the Federal Pell Grant during the award year, the University will treat the Federal Pell Grant as EFA, and may need to adjust the student's financial aid package.

* The University does not count AmeriCorps benefits as EFA when determining eligibility for a subsidized direct loan; however, the University does include AmeriCorps benefits when determining eligibility for a direct unsubsidized loan.

*If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford

Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes.

Overlapping Academic Years

If a student begins a program at the University prior to the expiration of his/her previous pro-gram's academic year (AY), the University will award all federal financial aid based on the student's remaining eligibility. The federal funds received for the prior AY do not count as EFA when awarding funds for the new program. However, the overlapping AY's funding is based on the remaining loan and grant eligibility, accounting for what the student received in the pro-gram. (Refer to the Transfer Policy and Program Changes Policy for additional information)

Awarding State Grants

If a student is awarded state grant funds and an ISIR has a C-code(s) or is selected for verification, the University does not award the funds until the C-code(s) are resolved and/or verification requirements are met.

Conflicting Information and Other Resources

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive aid it was unaware of for a student. If the aid was received after the period of enrollment ended for a student who is still enrolled or is intending to re-enroll, the University will treat the aid as EFA for the period of enrollment just completed.

Private Loan Policy

Overview

The Private Loans Policy addresses the University's participation in the private loan program. Private loans are available to help students supplement, not supplant, federal financial aid eligibility.

Policy

The University recommends that private loans be considered only after all federal and state financial aid options have been exhausted. Private loans may be available for both students and parents who are not eligible for need-based financial aid or who want to supplement their federal and state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. For debt management purposes, we encourage applicants to first complete the federal financial aid application to determine eligibility for grants and direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Eligibility

Private lenders determine student and/or parent eligibility for private loans. These amounts are limited to the cost of education minus other aid.

Application and Awarding Process

Most private loans are certified by the university to avoid over awarding. Students who apply and receive a private loan on their own must report it to the University as estimated financial aid assistance.   The total amount of assistance received from all sources of funding, including scholar-ships, financial aid, tuition discounts and private loan programs cannot exceed the student's total cost of attendance (COA). Certain private loan products are limited to direct costs less other aid awarded.

Disbursement

Private loans are disbursed via electronic funds transfer directly to the student's tuition account in a single disbursement at either the beginning of the loan period or school certification, which-ever is later. Excess private loan funds are returned to the student upon their request, unless the loan is limited to direct educational costs.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. Students receiving only private loans are eligible for an LOA at the University. (Refer to the Leave of Absence policy for further information on LOA requirements)

Overawards

If the total amount of assistance received from all sources of funding, as indicated above, exceeds the total COA, the University will return funds to the lender based on funds available on the student's tuition account. This is determined by the Overawards Policy as follows: 1) Private Loan, 2) Parent and Graduate/Professional PLUS Loan 3) Direct Unsubsidized Loan 4) Direct Subsidized Loan.

Refunds

If the student is out of attendance greater than 14 consecutive days and no LOA is approved, any excess funds remaining after the Return of Title IV (R2T4) Calculation and/or institutional refund policies are calculated will be returned to the private loan lender.

Self-Certification Form

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of the form. If an enrolled or admitted student requests a self-certification form, the University will provide the written or electronic form the self-certification form developed by the Secretary. The University will continue processing federal financial aid funds and certifying loans in accordance with federal regulations.

Professional Judgement Policy

Overview

The Professional Judgment Policy addresses the University's treatment of a student, on a case-by-case basis, when the student has special circumstances that are not sufficiently addressed by a standard approach. Special circumstances include conditions that differentiate an individual stu-dent from a whole population of students and those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

Policy

The University uses professional judgment on a case-by-case basis. The reason is documented in the student's file as it relates to the student's special circumstances. The University does not ac-cept adjustments made for a student by another school, but reviews the student's circumstances and, if appropriate, documents the professional judgment decision made on the student's behalf. The University's decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education. (For additional information, refer to the Student Parent Eligibility Policy. Refer to the HEREOS Act Policy for information on individuals affected by war, military operations or national emergencies)

Special Circumstances

The purpose of professional judgment adjustments is to allow

schools the ability to accommodate special circumstances; the U.S. Department of Education does not provide detailed information on when the University may make adjustments. Examples include the following:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- unusually high child care costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member, or
- other changes in the family's income, assets or a student's status
- Number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

The University may use professional judgment to increase or decrease one or more of the data elements used to calculate the Expected Family Contribution (EFC). The University may also use professional judgment to adjust the student's cost of attendance (COA). Inconsistent or conflicting information shown on the output document will be resolved before making any adjustments. Use of professional judgment is neither limited to nor required in the situations mentioned above.

The University will **not**

- Modify either the formula or the tables used in the EFC calculation, but may only change values of specific data elements used in the EFC calculation;
- Use professional judgment to waive general student eligibility requirements or to bypass the intent of the law or regulations. For instance, the University will not use professional judgment to change Federal Supplemental Education Opportunity Grant (FSEOG) selection criteria.
- Include post-enrollment activity expenses in the students Cost of Attendance. For example, professional licensing exam fees are not allowable costs.

The University will use fairness during the decision making process and will not adjust data elements used to calculate the student's EFC, recurring costs such as vacation expenses, tithing expenses and standard living expenses related to utilities, credit card expenses, and children's allowances. In reviewing unusual expenses, the University reviews the income protection allowance (IPA) to determine if the expense is already included in the EFC calculation. Students should contact their Finance Advisor for further information.

Program Changes Policy

Overview

The Program Changes policy details the University's treatment and determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Program Changes

Federal regulations require the University to re-evaluate the academic year, loan period and payment periods for a student who

has changed programs while attending the University. A student who changes programs will be required to begin a new academic year (AY), loan period (LP) and payment periods. Academic years for students who change programs at the University will be established based on the credit hours remaining in the student's new program. Federal aid funds awarded will be based on the student's remaining eligibility.

When a student has changed his/her program, the University will perform a Return of Title IV (R2T4) calculation for the applicable payment period of the program the student is transferring out of and update the program's AY/LP/payment periods accordingly. (Please refer to the Return to Title IV Policy for additional information)

Once the Return to Title IV (R2T4) calculation has been completed and all required federal aid funds returned as required, the University will award the student for the new program based on a new AY/LP/payment periods as follows:

Federal Pell Grant Award

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student's annual scheduled Federal Pell Grant award already used.

To calculate the student's remaining eligibility, the University uses the following formula:

$$\frac{\text{Pell disbursed in prior program}}{\text{Scheduled award in prior program}} = \% \text{ of Scheduled Award used}$$

The University then determines the maximum percentage of the scheduled Federal Pell Grant Award the student may receive in the new program by using the following formula:

100 Percent of Scheduled Award

- Percentage of Scheduled Award used

= Maximum Percentage of Scheduled Pell Award student may receive

When calculating the student's Federal Pell Grant award, the University will also en-sure the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant Example: A student transfers from the AAB program to the BSBA program at the University.

Pell Data from the prior program at the University

Scheduled Pell award	$4,000

Pell Data from the prior program at the University

Pell award kept as a result of the R2T4 calculation	$1,500

The University must now determine the student's remaining Pell eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations by the University

Scheduled Pell award	$4,000
Percentage of Pell award already used in the prior program (Pell award disbursed/ Scheduled Pell award)	$1,500/$4,000 = 37.5%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 37.5% = 62.5%
Student's remaining Federal Pell Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 62.5% = $2,500

The student's remaining Federal Pell Grant eligibility is $2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

Pell Disbursement in the new program at the University

First payment period	$2,000
Second payment period	$500

This Pell example does not account for a student who is eligible for 150% of his/her scheduled Pell award for an award year. The assumption is being made that the payment periods in the new program fall into the same award year as the previous program.

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP and will be limited to the student's remaining annual loan eligibility if the new program is at least an academic year in length or the remaining coursework represents at least one academic year or more than an academic year in length. If the new program is less than an academic year in length or the remaining coursework represents less than an academic year in length, the student's annual loan limit eligibility is the lesser of the remaining annual loan eligibility or the prorated loan eligibility based on credit hours to be

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completed in the new program.

Federal Direct Loan Example: A student transfers from the AAB program to the BSBA program at the University. In the BSBA program, the student is a third-year independent undergraduate student with a maximum annual Subsidized Loan eligibility of $5,500 and Unsubsidized Loan eligibility of $7,000

Direct Loan Data from the Prior Program at the University

Subsidized Loan disbursed	$1,688
Unsubsidized Loan disbursed	$2,250

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the overlapping academic year in the BSBA program.

Direct Loan Calculations to Determine Remaining Eligibility for New Loan Period in New Program

Remaining Subsidized Loan Eligibility for New Programs LP (Annual Subsidized Loan Limit - Subsidized Loan funds already disbursed)	$5,500 - $1,688 = $3,812
Remaining Unsubsidized Loan Eligibility for New Programs LP (Annual Unsubsidized Loan limit -Unsubsidized Loan funds already disbursed)	$7,000 - $2,250 = $4,750

These remaining loan fund amounts will be disbursed based on the payment periods in the new program's loan period at the University. (Refer to the Disbursements Policy for additional information)

Program Change Effective Date

The program change effective date will be the start date of the first course the student will attend in the new program. This is also known as the program begin date.

Program Version Changes

A student enrolled at the University who changes versions of a program is not a student who is changing programs for federal financial aid purposes. Therefore, the University will not reevaluate payment periods for students changing versions of the same program at the University.

Re-Entry Policy

Overview

The Re-entry Policy addresses how the University will treat students when they withdraw from the University and re-enter the same program within 180 days, or withdraw from the University and re-enter after 180 days or into a different program of study. The 180 day break is determined by counting the days between the student's official last date of attendance (OLDA) and the course start date when the student returns. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Re-entry within 180 days

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn.

The cost of attendance (COA) for a student who re-enters within 180 days will reflect the original educational costs associated with the payment period from which the student withdrew.

The student is immediately eligible to receive all federal financial aid funds returned when the student withdrew. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions
- Disburse federal financial aid the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Cancel any overpayments assessed to the student as a result of the prior withdrawal that were disbursed on re-entry

The student becomes eligible for subsequent federal financial aid payments when the payment period for which he/she was paid is completed.

If the date of a student's return is outside the period for which the loan was originated, the University will extend the original loan period (LP) and originate a new loan. Additionally, if the scheduled date for a second disbursement is outside the period the loan was originated, the University will extend the LP and the date(s) for the second and any subsequent disbursement.

If a student returns to the University within 180 days and before federal financial aid funds are returned due to an R2T4 calculation, the University will not return the funds.

If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

Re-entry Within 180 days and in a New Federal Award Year

If a student re-enters the University within 180 days and was originally enrolled in a payment period that began and was scheduled to end in one federal award year, but returns after the end of that federal award year, the University will disburse any remaining Pell funds using the original federal award year. The University will follow this process as long as the original federal award year is still open. If the original federal award year is closed and the student is due additional Pell funds from the closed federal award year, the University will request the Pell Grant funds through the Common Origination and Disbursement (COD) website.

If the student was originally awarded campus based funds and the funds are no longer available from the original federal award year, the University may award funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus based funds award a student may receive.

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal

award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry after 180 days Or Re-entry into a Different Program

When a student withdraws from the University and re-enters after 180 days have elapsed or re-enters into a different program of study at any time, the University will award the student based on a full academic year/loan period with new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program be-gins before the calendar end date of the previous program's AY, prior funds disbursed will be taken into consideration when packaging the student for the new program. (Refer to the Transfer Policy for additional information)

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal from the University

For students who officially, unofficially, or administratively withdraw from the University, refer to the University's academic Withdrawal Policy. The following is an exception to the withdrawal date and date of determination for federal financial aid purposes only.

Academic Related Activities that Occur During an Institutionally Scheduled Break or Course Extension Period

The University does not recognize any ARA that occurs during an institutionally scheduled break or during a course extension period as attendance for federal financial aid purposes only.

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break/extension period. This date will be used as the withdrawal date for Title IV purposes.

Date of Determination

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 - January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.

- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An *inadvertent overpayment* occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of *Percentage of Federal Financial Aid Earned* includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the stu-dent's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Calendar Days in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.

- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.

- Bachelor Program Online
  - Last date of attendance is 07/15/20XX
  - Payment Period is 06/07/20xx to 10/24/20xx

Course Schedule:

Course ID	Credits	# of Days in Course	Start Date	End Date	Instructor	Grade
Course #1	3.0	35	06/07/20XX	07/11/20XX	SMITH	W
Course #2	3.0	35	07/12/20XX	08/15/20XX	JONES	
Course #3	3.0	35	08/16/20XX	09/19/20XX	JOHNSON	
Course #4	3.0	35	09/20/20XX	10/24/20XX	BROWN	

The total number of days the student is scheduled to complete (prior to the withdraw-al) is 140. However, because the student received a "W" in course #1, 35 calendar days will be added to the payment period for this unsuccessful course completion which occurred in a course prior to the course the student's last date of

attendance occurs within. Therefore, the new total number of days in the payment period is 175.

Rate of Progression Calculation

$$\frac{39 \text{ (Number of calendar days completed in the payment period)}}{175 \text{ (Total number of calendar days in the payment period)}}$$

The percentage of the payment period completed =22.28%

Days Completed	Total Days	Percentage of Payment Period Completed	Federal Financial Aid Disbursed For the Payment Period	Disbursed Financial Aid Earned*
39	175	22.28%	$12,500	$2,785

Estimate for illustrative purposes only.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Fed-eral Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the en-tire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's ac-count. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus, or as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins loans
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and stu-dent are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or stu-dent for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a dis-charge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of deter-mination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the stu-dent for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid pro-grams.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible

student is meeting SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This federal financial aid SAP policy does not supersede the institution's academic SAP policy.

Policy

Students must maintain SAP throughout the duration of their academic program to remain eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's academic program.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions

The following are excluded from the qualitative computation:
- Waivers
- National Testing Programs
- Courses with the following grades:
    - IN PROGRESS EXTENSION (IX)(provided there is no formal grade)
    - AUDIT (AU)
    - Incomplete (I)
    - In Progress (IP)
    - No grade awarded (QC)
    - Passing (P)
    - Withdrawal (W)
    - Withdrawal/Failing (WF)
    - Waived with Credit (WC)
    - No Credit (NC)
- Orientations with the following completion statuses:
    - Orientation Complete (OC)
    - Orientation Not Complete (ON)
    - Orientation Extension (OX)
- Assessed Credits

Quantitative Measure

Each academic program has a published standard credit load for completion. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Maximum Timeframe

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program of study to ensure comple-

tion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary pro-gram of study. Credit hours taken at other institutions and accepted toward a student's primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion

The following are included as attempted in the pace of completion calculation:
- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades:
    - A, B, C, D, and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

Evaluation

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student on FW status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

Financial Aid Probation

Students who are granted an appeal will be placed on financial aid

probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University's SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid.   Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist.   Examples of unusual circumstances may include, but are not limited to the following:

• Death of a relative
• An injury or illness of the student
• Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits success-fully.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University's SAP requirements.Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

Maximum Timeframe

If at any time during the evaluation period it is determined a stu-dent is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

Transfer Credits - Qualitative

A student's program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits do not apply when calculating the student's GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student's degree program.

Transfer Credits - Quantitative

Credits taken at other institutions and applied towards the student's program/version at the University are included in both attempted and completed hours when measuring the student's pace towards completion.

Program Changes

Students who change programs at the University are re-evaluated to determine which credits apply to the new program. The student's SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

Re Enters

If a student withdraws from the University and subsequently re-enters, whether within 180 days or after 180 days, the SAP status at the time of re-entry and for the first payment period upon re-entry will be the SAP status the student had for the most recently completed payment period prior to his/her withdrawal.

Repeat Courses

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Note: Repeat courses taken in a program are counted in the SAP status for that program.

Concurrent Enrollment

The University evaluates SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University applicable to the primary program will apply toward the primary pro-gram's GPA.

Student Parent Eligibility Policy

Overview

The Student Parent Eligibility Policy addresses student and parent eligibility requirements that must be met prior to awarding federal financial aid.

Policy

The University ensures all students meet all eligibility requirements prior to awarding federal financial aid.

Admission

Prior to a student receiving federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University.

High School Diploma or Equivalent

Students must be qualified to study at the postsecondary level. Refer to the University's catalog for required documents supporting high school completion or its equivalent. For students attending the University, one of the following criteria must be met:

- High school diploma
  - A copy of the student's high school diploma
  - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma
  - General Education Development (GED) certificate
  - California High School Proficiency Examination (CHSPE);
  - HISET Completion Certificate
  - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the stu-dent has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
  - A copy of the "secondary school leaving certificate" or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
  - An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree; or
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and docuemtns the successful completion of a s econdary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: If selected for verification tracking groups V4 or V5 (see Verification Policy for further information), in cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his or her completion of a secondary school education in a foreign country, the University may accept self-certification It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;

- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Grant Overpayments

A student is ineligible for federal financial aid if he/she owes an overpayment on a federal student aid grant. If the student owes a grant overpayment, the student may regain eligibility for federal student aid by repaying the grant overpayment or making satisfactory arrangements to repay the grant overpayment.

Loan Limits

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid HEA loan program have been exceeded or has property subject to a judgment lien for a debt owed to the United States. If annual or aggregate loan limits have been exceeded, the student may regain eligibility by repaying the extra amount borrowed or making satisfactory repayment arrangements with the loan holder.

Drug Convictions

Students become ineligible for Title IV federal financial aid if convicted of possession or sale of drugs for any offense that occurred during any academic year/loan period for which the student was receiving federal financial aid funds. Any conviction that was reversed, set aside, or removed from the student's record does not count; nor does a conviction received when the student was a juvenile, unless the student was tried as an adult. If the student was convicted of both selling and possessing illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period.

The University will make available to all students, through consumer information, details regarding the penalties for these types of drug violations.

If University personnel become aware of a student being convicted of any offense involving the possession or sale of illegal drugs, they will report it to Student Financial Services - Operations (SFS-O) to ensure future federal financial aid disbursements are cancelled. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid

Incarcerated Students

The University of Phoenix must ensure that no more than 25% of its regular students are incarcerated. This percentage will be monitored for the latest completed award year.

An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or sentenced to serve only weekends, is not considered to be incarcerated.

Title IV Eligibility for Incarcerated Students

All incarcerated students are

- not eligible for Title IV federal financial aid loans
- eligible for FSEOG

Students incarcerated in federal or state penal institutions are

- not eligible for Pell grants

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are

- not eligible for Pell Grants

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities, and juvenile justice facilities) are

- eligible for Pell grants

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are

- not eligible to receive Pell grants

Cost of Attendance for Incarcerated Students

Cost of Attendance includes an allowance for tuition, course materials fees, books and supplies, if required in the program of study. No other expenses are included. Allowable costs are assessed at the rate designated in the University's Student Financial Aid budgets.

Regaining Title IV Eligibility for Incarcerated Students

The University may accept a written self-certification indicating the student is no longer incarcerated. The student becomes eligible for federal financial aid funds as of the date his or her incarceration has ended.

Citizenship

All students must be a U.S. citizen or national or U.S. permanent resident or other eligible noncitizen to receive federal financial aid. A citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau is eligible to receive federal financial aid under the Federal Pell Grant but is not eligible for Direct loans. Citizens of Palau are also eligible for FSEOG.

If a student needs to provide documentation to confirm his/her citizenship status and the student is unable to present this documentation in person, the University will allow the student to submit a hard copy or electronic image of the original document. Along with the citizenship documentation, the student must provide an affidavit. The affidavit requires two forms of identification and signature from the student.

Secondary Confirmation

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation If the University receives a SAR/ISIR with a secondary confirmation match flag of "P," the DHS will continue to check its records in a process called automated secondary confirmation The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation If the result is not received by that time, the University will begin the paper process of secondary confirmation. Beginning May, 2018, this will become an electronic process and the paper forms will no longer be accepted nor returned.

The University has ten business days after receipt of the documents for immigration status to undergo paper secondary confirmation The University will notify the student of the final decision based on the secondary confirmation results

Default

Any student applying for federal financial aid must not be in default on a loan made under any federal financial aid program or HEA loan program.

Overpayments

A student must not currently owe an overpayment of federal grant funds or Federal Perkins loan, to be eligible for federal financial aid.

Selective Service

The University requires men who are age 18 through 25 to register with the Selective Service System. Students, who are exempt or waived from this requirement, are asked to provide the University with supporting documentation for review. The review process is documented along with the supporting documentation provided. If, after the review, the student is not clearly exempt or waived from the requirement to register the University will ask the student to provide a Status Information Letter from the Selective Service.

Unusual Enrollment History (UEH)

The University resolves an Institutional Student Information Record (ISIR) that reports a UEH flag prior to awarding a student Title IV funds. The UEH flags are:

- "N" - No resolution is required by the university; the student's enrollment pat-tern is not unusual
- "2" - the University reviews the student's enrollment and financial aid records to determine if, during the four-award year review period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018), the student received a Pell Grant or Direct Loan at the University.
- "3" - the University reviews the student's academic records to determine if the student received academic credit at the University during the three award year period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018). In addition, the University reviews the National Student Loan Data System (NSLDS) to identity all schools where the student received Pell Grant or Direct Loan funding over the past four award years.

The University will determine, for each of the previously attended schools, whether academic credit was earned during the award year the student received Pell Grant and/or Direct loan funds. This determination is based upon academic transcripts al-ready obtained by the University or by asking the student to provide academic transcripts or grade reports.

Students who do not show earned credit for the Pell grant awards and/or Direct loans received in the past four years, and who may have special circumstances, may submit a request through the Professional Judgment (PJ) Team for approval.

Students who do not meet any of the above criteria are immediately not eligible for federal aid.

Approval of Continued Eligibility for UEH

If the students continued eligibility for federal financial aid funds is approved and in order for the student to remain eligible for federal financial aid funds, the student must successfully complete one payment period at the University.

Denial of Continued Eligibility for UEH

If the student did not earn academic credit at one or more of the relevant schools and does not provide acceptable documentation, the University will deny the student any additional federal financial aid funds.

Regaining Eligibility for UEH

The student is required to successfully complete one payment period, earning at least 12 credits, at the University to regain federal financial aid eligibility During this time, the student is required to use an alternate method of payment for tuition and fees Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the academic year, but Pell grants are only awarded going forward/starting with the next payment period

Parental Non Support

Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer a dependent student a Direct unsubsidized loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

- the parent(s) do not provide any financial support and the date the financial support ended,
- the parent(s) will not provide any financial support in the future; and
- the parent(s) refuse to complete the parental section of the FAFSA

The University may accept documentation from a third party (i.e., teacher, counselor, clergy, court, etc.) describing the student's relationship with the parent(s) if the parent(s) will not provide the required verification statement.

Students who are offered the Direct unsubsidized loan without parental data on the FAFSA are only eligible to receive the loan limit based on dependent undergraduate student annual maximums. For example, a first year undergraduate student cannot receive more than $5,500 ($3,500 base plus $2,000). The parent(s) cannot later apply for a PLUS loan, unless, the parents are separated or divorced, in which case, the non-custodial parent can apply for a PLUS loan. If the non-custodial parent is subsequently denied for the PLUS loan, the student's Direct unsubsidized loan eligibility is not increased. The student will not be eligible for any other Title IV financial aid pro-grams.

Dependency Overrides

A student who does not meet the definition of independent may be designated as independent if the University makes a documented determination of independence due to special circumstances. The U.S. Department of Education interprets a special circumstance as one which makes it inappropriate to expect a parental contribution. Examples of special circumstances include inability to locate parents, an abusive family environment, or abandonment by parents. Generally the documentation of special circumstances will come from a third party that knows the student's situation (such as a teacher or member of the clergy), but in cases where this is not available, the University will accept a signed statement from the student detailing the special circumstance.

Professional judgment is not used to change the status of a student from independent to dependent. However, the University may use professional judgment to account for parental support where special circumstances warrant.

Dependency overrides do not carry over from one year to the next. If the student is not independent for some other reason noted on the FAFSA, the University will reaffirm each year that the special circumstance persists and an override is still justified.

PLUS Exceptional Factor

Dependent students whose parents are unable to borrow PLUS loans due to adverse credit or other exceptional circumstances may receive additional Direct unsubsidized loans for the same amount as independent undergraduate students. The PLUS exceptional factor is not a dependency override as parent information is provided on the FAFSA. Examples include:

- The parent is incarcerated.
- The parent's whereabouts are unknown.

- The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.
- The parent's income is limited to public assistance or disability benefits and you have documented that the parent would not be able to repay the PLUS loan.
- The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

Supporting documentation may include, but is not limited to, supporting documentation that corroborates the exceptional circumstances. The University will re-examine and document that exceptional circumstances continue to apply before certifying/originating additional unsubsidized loan amounts for the dependent in a subsequent award year.

Eligibility for Direct and PLUS Loans

A student is eligible to be awarded a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:

- The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
- The student meets the requirements for an eligible student.
- In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has received a determination of Federal Pell Grant eligibility for the loan period the loan is sought.

The annual loan limit for graduate and professional students is $20,500. This amount is limited to Direct Unsubsidized loans only.

In the case of a borrower whose previous loan was cancelled due to total and permanent disability, or discharged after a final determination of total and permanent disability, the borrower

- must obtain certification from a physician that the borrower is able to engage in substantial gainful activity;
- must sign a statement acknowledging the Direct Loan the borrower receives cannot be discharged in the future on the basis of any impairment present when the new loan is made, unless that impairment substantially deteriorates; and
- if the borrower receives a new Direct Loan, other than a Direct Consolidation Loan, with-in three years of the date that any previous Title IV loan was discharged due to a total and permanent disability, the student must resume payment on the old loan before receipt of the new loan.

In the case of a borrower whose prior loan under Title IV federal financial aid was conditionally discharged after an initial determination that the borrower was totally and permanently disabled based on a discharge request received prior to July 1, 2010-

- The suspension of collection activity on the prior loan has been lifted;
- The borrower complies with all requirements;
- The borrower signs a statement acknowledging the loan that has been conditionally discharged prior to a final determination of total and permanent disability cannot be discharged in the future on the basis of any impairment pre-sent when the borrower applied for a total and permanent disability discharge or when the new loan is made, unless that impairment substantially deteriorates; and

- The borrower signs a statement acknowledging that the suspension of collection activity on the prior loan will be lifted.

A graduate/professional student or parent is eligible to receive a Direct PLUS Loan if the following requirements are met:

- Student completes a current award year Free Application for Federal Student Aid (FAFSA).
- The parent borrower is the student's biological or adoptive mother or father or the student's stepparent if their income and assets are taken into account when calculating the student's EFC
- The parent borrower is borrowing to pay for educational costs of a dependent undergraduate student who meets the requirements for an eligible student.
- The parent borrower provides a social security number for themselves and the student.
- Student or parent borrower meets the requirements pertaining to citizenship and residency.
- Student or parent borrower meets the requirements concerning defaults and overpayments.
- Student or parent borrower is not incarcerated.
- The federal government does not have a judgment lien on the parent's property.
- Complies with the requirements for submission of a Statement of Educational Purpose for the student, except for the completion of a Statement of Selective Service Registration Status.
- Student or parent borrower does not have an adverse credit history.
- Student or parent borrower has an adverse credit history but has obtained an endorser who does not have an adverse credit history; or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist (effective March 29, 2015 - PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Subsequent ISIRs Policy

Overview

The Subsequent ISIRs Policy addresses the University's role in reviewing any Institutional Student Information Record (ISIR) the University receives after awarding a student federal financial aid funds

Policy

The University is required to resolve any discrepancies in federal financial aid related information. Therefore, the University reviews all subsequent Institutional Student Information Record (ISIR)

transactions received for a student for the federal processing aid year to identify changes requiring supporting documentation from students.

Subsequent ISIRS

A subsequent ISIR is an ISIR received when a student or other institution changes information after the University has awarded the student federal financial aid funds. The University is required to review any data element change made by the student or other institution which may affect eligibility for federal financial aid or the amount and type of federal financial aid awarded. The University will not make further disbursements of federal financial aid funds until the changes made to a subsequent ISIR are confirmed and/or corrected.

If a subsequent ISIR is received after verification is completed, the University will collect documentation to support the change or correct the ISIR back to the verified information. The University does not accept changes based on marital status updates.

The University will not disburse federal financial aid until all conflicting information has been resolved, even if the conflict concerns a previous award year. The findings are documented in the student's file.

If a subsequent ISIR is received with changes to C Flags and comment codes or the EFC, the University will review and collect the required documents. If a subsequent ISIR is received because the National Student Loan Data System (NSLDS) has provided new or updated information to the University, the NSLDS history is reviewed to determine if changes are needed to existing awards. This information may include indications a student has gone into default or owes an overpayment. It may also indicate a student has resolved a default and is now eligible for federal financial aid funds.

Once the subsequent ISIR is reviewed and eligibility to receive federal financial aid is determined, if necessary, the student will be sent a revised award letter reflecting any changes.

If, after reviewing the subsequent ISIR, it is determined the student is ineligible for federal financial aid, the student is notified via a letter of ineligibility.

Transfer Policy Overview

The Transfer policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

External transfers

Students who transfer to the University with or without accepted credits and who have overlapping academic years (AY's) with a prior school are referred to as external transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the prior school's AY. If the prior school's AY length is less than 30 weeks, the University contacts the prior school to confirm the dates are correct or requests the school correct the dates in common origination and disbursement (COD).

Advancing Programs

Students who graduate from one program at the University and begin another program at the University are students who are advancing programs.

Awarding Federal Aid

In both scenarios listed above, the University will award all federal financial aid (Federal Pell Grant, FSEOG, and Direct Loans) based on a full academic year in the new program at the University. (Refer to the Federal Pell Grant/IASG Policy, Direct Loan Policy, and Campus Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

Students who transfer to the University or advance programs after receiving a Federal Pell Grant at a previous school or in the previous program during the same award year may receive a Federal Pell Grant only if:

1. The student submits a valid SAR to the University; or

2. The University obtains a valid ISIR

A student cannot receive more than his or her scheduled Pell award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student's remaining eligibility, the University uses the following formula:

Pell disbursed at prior school/program = % of Scheduled Award used

The University then subtracts the percentage of scheduled award used from 100 to calculate the maximum percentage of the scheduled award the student may receive at the University. The University determines the Federal Pell Grant Award the student is eligible for by using the following formula:

Maximum % of Scheduled Award Remaining x Scheduled Award at University = Maximum Pell Award

When calculating the student's Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the PPs in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled annual award.

Pell Example: A student received a portion of a Federal Pell Grant at a community college, then transferred to the University during the same federal award year. The community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Federal Pell Grant award.

Pell Data from the Community College

Scheduled Pell award	$3,000
Pell award disbursed	$1,500
Amount of Pell funds returned due to R2T4 calculation	$300

Pell Data from the Community College

Net amount of Pell funds disbursed to student	$1,200

The University's cost of attendance is higher than the community college, which increases the student's scheduled Federal Pell Grant to $4,000 for the federal award year. The University must now determine the student's remaining Federal Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

Pell Calculations to Determine Remaining Pell Eligibility

Scheduled Pell Award at the University	$4,000
Percentage of Pell award already used (Net Pell disbursed divided by Scheduled Pell award at prior school)	$1,200 divided by $3,000 = 40%
Percentage of remaining Pell eligibility (100% - Percentage used)	100% - 40% = 60%
Student's remaining Federal Pell Grant Award (Scheduled award at University X Percentage remaining eligibility)	$4,000 X 60% = $2,400

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Pell Disbursements at the University

First payment period	$2,000
Second payment period	$400

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP. The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school or in the previous program are considered. If the bal-

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ance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements (Refer to the Disbursements Policy for additional information). Direct Loan Example: A student received a portion of a Direct Loan at a community college, then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first year, independent undergraduate student with maximum annual Subsidized Loan eligibility of $3,500 and Unsubsidized Loan eligibility of $6,000.

Direct Loan Data from the Community College

Subsidized Loan originally disbursed	$1,750
Subsidized Loan funds returned due to R2T4 calculation	$0
Net Subsidized Loan funds disbursed	$1,750
Unsubsidized Loan originally disbursed	$3,000
Unsubsidized Loan funds returned due to R2T4 calculation	$1,000
Net Unsubsidized Loan funds disbursed	$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the new AY/LP.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan Eligibility (Annual Subsidized Loan Limit - Net Subsidized Loan funds disbursed)	$3,500 - $1,750 = $1,750
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Net Unsubsidized Loan funds disbursed)	$6,000 - $2,000 = $4,000

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification Policy

Overview

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The ISIR or SAR document received from the CPS will indicate whether the student's application is selected for verification. Once the CPS has selected a student, the University verifies all required student information.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:
- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:
- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:
- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - Untaxed Portions of Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College

- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Students not selected by the CPS or who are exempt from verification, but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the stu-dent's application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are re-viewed and retained as part of the student financial aid file.

Acceptable Documentation V1 and V5

The University is considered to have verified the following verifiable items if selected students retrieved and transferred their income tax return information using the IRS Data Retrieval Process:

- Adjusted gross income
- Federal income taxes paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions
- Tax exempt interest income

Under certain conditions, students, spouses and/or parents will need to submit their IRS Tax Return Transcript for the specified tax year. These conditions are as follows:

- If a student, spouse, or parent has not successfully transferred information from the IRS
- Information included on the FAFSA using the IRS Data Retrieval was subsequently changed
- When a married independent student and spouse filed separate tax returns
- When the parents of a dependent student filed separate tax returns
- When a student or parent had a change in marital status after the end of the specified tax year on December 31
- When the student, parent, or spouse filed an amended tax return

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Individual Unable to Obtain IRS Transcript

If an individual is selected for verification but is unable to obtain a transcript from the IRS, on an exception basis the University will accept a signed copy of the relevant 2016 IRS tax return that was filed with the IRS.

Victims of Identity Theft

Tax filers who have been victims of identity theft are unable to obtain tax information using the IRS data retrieval tool and are unable to receive an IRS tax transcript until the matter is resolved by the IRS. In these instances, the University may accept an alternate transcript known as The Tax Return DataBase View (TRDBV) requested by the tax filer from the IRS as well as a signed and dated statement from the victim stating he/she was a victim of tax-related identity theft and the IRS is aware of this. If a victim is

unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), or any other IRS tax transcript(s) that include all of the income and tax information required to be verified OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that include the change(s) made by the IRS, in addition to one of the items mentioned above.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

Other Tax Returns

If the tax filer filed a tax return with Puerto Rico, the U.S. Virgin Islands, American Sa-moa, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a copy of a transcript of the tax filer containing their tax information, as long as the transcript is available at no charge from that jurisdiction's taxing authority. A signed copy of a filed tax return that was filed with the taxing authority is only acceptable if the tax filer is unable to obtain a free copy of a transcript.

If the student, spouse, and/or parent is a resident of the Republic of the Marshall Is-lands, the Republic of Palau, or the Federated States of Micronesia, the University will accept a copy of the individual's Wage and Tax Statement from each employer that provided such a statement and a signed statement identifying all of the individual's income and taxes for the tax year.

If the filer filed a tax return with a foreign country, the University accepts signed copies of that tax return or other documentation. The income and tax information is converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubisdized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University must accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension, or
- A signed statement by a self-employed individual certifying the amount of the AGI and U.S. income tax paid for the specified tax year
- If applicable, a copy of the IRS's approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for the tax year, and
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017;

Note: If the University receives the transcript, it must reverify the AGI and taxes paid. However, the University may not delay verifying a student's FAFSA in-formation until the tax return is received if the student provides the above documentation.

If the individual has requested a transcript that lists tax account information for the specified tax year and the IRS, a government of a U.S. territory or commonwealth or a foreign central government cannot provide or locate a transcript, the University must accept the following:

- A copy of IRS Form W-2 for each source of employment income received for the specified tax year
- A signed statement by a self-employed individual or an individual that has filed an income tax return with a government of a U.S. territory or commonwealth or a foreign central government certifying the amount of AGI and taxes paid

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. If a W-2 is not available, the University may accept a signed statement explaining the reason the W-2 form is not available as well as the amount earned and the source of income. In addition, the statement must certify confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

The U.S. Department of Education does not require the University to have special knowledge or expertise regarding the U.S. tax code. However, if a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe student was required to file a U.S. tax return, this constitutes conflicting information and must be resolved. The University will require the applicant to submit a "Verification of Non-filing Letter" from the IRS indicating the tax filer did not file an IRS income tax return for the tax year being verified.

Number in Household

The University will accept a signed statement by the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member and the relation-ship of that household member to the student.

Number in College

The University will accept a signed statement from the student, and if the student is a dependent, by one of the student's parents, listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the 2018/2019 award year and the name of the educational institution must be listed.

If the University has reason to believe the signed statement is inac-curate, the University will obtain a statement from each institution listed stating the household member in question is, or will be, attending on at least a half-time basis. If the institution the appli-cant is attending determines such a statement is not available because the house hold member in question has not registered at the institution he or she plans to attend; or the institution has infor-mation indicating the house-hold member in question will be attending the same institution as the student, a statement is not required.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the fol-lowing types of documentation:

High school diploma-

- A copy of the student's high school diploma;
- A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or

Recognized equivalent of a high school diploma-

- General Educational Development (GED) Certificate
- California High School Proficiency Examination (CHSPE) Certificate
- HiSET Completion Certificate
- Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
- A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
- An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
  - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
  - If the state does not required the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: In cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his/her

completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:

- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant's cur-rent or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational pur-pose/identity:

- An unexpired, valid government-issued photo identification, such as a driver's license or pass-port
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
  - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information un-less the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, any Pell funds disbursed prior to selection will be returned by the University on the student's behalf.

Completing Verification

When the University has obtained all necessary verification documents from the stu-dent, the documentation is compared to the ISIR/SAR record. If the verification pro-cess shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.

If the University has reason to believe a student is trying to avoid completing verification requirements and/or suspects potential fraud, the University will investigate the reasons of the stu-dent and not award federal financial aid funds for the payment period. If resolution cannot be reached, the student will lose eligibility for funds within that award year. In addition, based on the outcome of the University's investigation, any credit information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG).

If a student was selected for Verification Group V1 and does not complete verification, and the University disbursed unsubsidized or PLUS loans to the student/parent, the unsubsidized and PLUS loan aid that was disbursed may be kept.

Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

Interim Disbursements

The University will not make any interim disbursements during the verification process.

Change in Marital Status

The University will not update a student's dependency status based on a change in marital status. However, if the student can provide documentation showing support of the spouse or others of more than 50%, those persons may be included in the student's household size.

Using a Joint Tax Transcript to Determine Individual AGI and Taxes Paid

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- Applicable Federal tax year transcripts,
- W-2 Forms, and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The university will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name

- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Household size or marital status

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

The University completes the verification process before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Pell award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or if a selected transaction has a CPS transaction pro-cess date that is after the date the student was withdrawn from the University.

Verification Timelines

The University will require Pell, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken as required based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student in writing of verification requirements and time-lines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation

- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed time-lines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

The University administers crossover payment periods in a way that best benefits the students. If a student is selected for verification in one award year and the payment period crosses over into another award year in which the student is not selected for verification, the University will first request verification documents from the oldest award year. If the student does not complete verification within the required verification deadlines, and the subsequent award year in the crossover period is not selected for verification, the University will use the subsequent award year to award federal financial aid funds.

Additionally, if the student is selected for verification for both award years and only documents for the subsequent award year are submitted, the University will proceed with verifying and awarding based on the subsequent award year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for the verification process still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after ceasing to be enrolled at the University

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- the spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the stu-dent's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an effected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly, and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified
- The University will waive the requirement of a signed parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student's parents was available to provide the statement.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in School of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for School of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student ecampus website at: http://ecampus.phoenix.edu.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

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STUDENT CODE OF CONDUCT
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The University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Title IX and Violence Against Women Act Policy

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation t o abide by the Student Code of Conduct. Conduct on or off campus which is determined to impair, interfere with, or obstruct the opportunities of others to learn, or which disrupts the mission, processes, or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.

2. Harassment/discrimination that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking.

4. Stalking (not otherwise specified in number 3 above) or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.

5. Disruptive behavior that hinders or interferes with the educational process.

6. Failure to promptly comply with any reasonable directive from faculty or University officials.

7. Failure to cooperate in a University investigation.

8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.

10. Failure to maintain confidentiality and respect for the privacy of personal or professional information communicated about clients, one's employer, other students, or their employers.

11. Falsification, alteration, or invention of information, including, but not limited to, any third party document used to apply for financial aid or lying during a University investigation.

12. Violation of the policy on Acceptable Computer Use for Faculty and Student.

13. Hazing (any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

14. Violation of federal, state, or local laws or regulations that impacts the University's educational environment.

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and approval with an Office of Dispute Management Senior Manager, Director, or Vice President.

2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.

a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.

3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.

a. Designated University Official Definition:

i. Academic Violations - representative from the student's college;

ii. Behavioral Violations - Director of Grievances and Appeals

iii. Record Violations - Registrar or designee from the Registrar's Office

b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension).

4. Processing Student Response -

a. A student response admitting guilt will be sent to the desig-

nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student's admissions, enrollment, or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University

official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or

2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. Plagiarism - Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or

sharing of work.

　　d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's work.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgment of that source. Fabrication includes citing sources that the student has not actually used or consulted.

4. Unauthorized assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise or the completion of an academic exercise by someone other than the student. This includes, but is not limited to, providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

5. Misrepresentation - Falsely representing the student's situation to faculty; for example when justifying an absence or the need for an incomplete grade or requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

6. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

　　a. For more information, refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies. Students may also access the University's Copyright Infringement and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.

An alleged violation of the Student Code of Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough and impartial review process.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking will be forwarded to the University's Title IX Coordinator, Camie Pratt, Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investigation Procedures and Protocols.

　　a. Interim and protective measures - refer to Title IX/VAWA Policy - 3.5 Interim and Protective Measures (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf)

2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing

　　a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the Respondent will be provided. Note: A Warning Letter is not appealable.

3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).

　　a. Failure of a respondent to respond to the Charging Letter will result in suspension from the University following completion of the current course if the respondent is actively attending classes and is not subject to immediate suspension.

4. Processing Respondent Response -

　　a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

　　b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.

　　　　i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and / or present written witness statements for inclusion in the Title IX Case Packet.

　　　　ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint,

　　　　NOTE: If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator, or Deputy Coordinator).

　　　　iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM).

　　　　iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one representative of the college. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.

　　　　v. The Title IX Committee will use the preponderance of the

evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation

viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the complainant and/or respondent, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

a. Parties are able to present evidence for the committee's review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee's deliberations, the Case Packets are destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

c. Any decision which affects a Respondent's enrollment or academic status will be communicated to the Registrar's Office for records update.

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC).

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:

a. A procedural error occurred,

b. New information exists that would substantially change the outcome of the finding, or

c. The sanction is disproportionate with the violation

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student's college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the

School of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, School of Nursing.

The School of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

2. American Nurses Association (ANA) Code of Ethics for Nurses
The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: http://www.nursingworld.org/codeofethics

3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: https://www.ncsbn.org/nurse-practice-act.htm

4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: http://www.nursingworld.org/principles

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct

or Professional Standards.

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Humanities and Sciences Counseling and Human Services Programs

Candidates in College of Humanities and Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Humanities and Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Humanities and Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.

7. The candidate values human diversity and shows respect for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or

counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of assignments.

12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's

affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.

10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.

12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the

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Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.

2. The administrator candidate values and is committed to life-long learning for self and others.

3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.

4. The administrator candidate is committed to establishing a safe and supportive learning environment.

5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.

6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

8. The administrator candidate believes in involving stakeholders in order to work toward common goals.

9. The administrator candidate values and is committed to timely communication to inform the community and public.

10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.

11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.

12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.

13. The administrator candidate believes that risks must be taken to improve schools.

14. The administrator candidate believes and is committed to continual school improvement.

15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the academic catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related

to these subject matters.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Camie Pratt, Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in the academic catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in the academic catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in the academic catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in the academic catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in the academic catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in the academic catalog.

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as pos-

sible. All parties will have the opportunity to attend and partici-pate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all media-tions, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties can-not mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Associa-tion ("AAA"). Except as provided in this Agreement, the arbitra-tion shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct ade-quate civil discovery, bring dispositive motions, and present wit-nesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be for-feited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitra-tion, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of gen-eral jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

4. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in per-son, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Proce-dure and applicable federal common law.

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, con-tent, or results of any arbitration hereunder without the prior writ-ten consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pur-suant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Educa-tion by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Stu-dents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN).

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ACADEMIC POLICIES

Academic Advisement

All students are provided an assigned Academic Counselor from the start of their first class until after graduation to collaborate with on the development of their individualized academic plans, assist with educational milestones, and maintain a commitment to earn a degree. Academic Counselors ensure that students have the information they need to make informed decisions and educate students regarding the requirements, policies, and procedures of their academic program. Additional services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Guidance on degree completion progress and options may also be discussed with an Academic Counselor at any time throughout the student's degree program.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student's Enrollment/Disclosure Agreement defines the student's curriculum and degree requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class .

The Enrollment/Disclosure Agreement must be signed within 90 days of Admission Application or Program Change Addendum.

A Social Security Number is required to be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification Form if the student prefers to have the Social Security Number omitted from the student's education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Admission Statuses

There are thirteen types of admission statuses at the University of Phoenix representing a student's standing: Applicant, Orientation Pending, Admitted with Condition, En-Route Credential, Admitted, Deferred Admission, Graduate Provisional, Applicant International Credentials, Non-Degree, Denied for Cause, Denied Admission, Admission Deadline Exceeded, and Re-Entry. Applicants to certain degree programs are permitted to begin their course of study under Applicant, Applicant with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Applicant (RR) Status

Students qualify for Applicant status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant status.

Orientation Pending (OP) Status

Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Admitted with Condition (AC) Status

Undergraduate degree applicants participating in a university sponsored trial period will be granted Admitted with Condition admission status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on Admitted with Condition (AC) admission status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted

En-route Credential (EC) Status

Students who are pursuing an en-route credential on the way to earning a higher level degree program will be placed on En-route Credential (EC) admission status for the lower level program being earned en-route. Student's admissibility as a regular student will be enforced and maintained under the degree program of pursuit associated with the student's enrollment agreement.

Admitted (AM) Status

The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant's admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file. Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified for Admission) student academic status.

Applicant International Credentials (RI) Status

Students using copies of international academic credentials qualify for Applicant International Credentials status upon completion of the application for admission and payment of the application fee (if applicable). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Applicant status. The University makes no guarantees of a favorable admission to students enrolled in course work under Applicant International Credentials status.

Non-Degree (ND) Status

Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses.

Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause (DC) Status

Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed on Denied for Cause status (DC) and will be administratively withdrawn from the university.

Denied Admission (DN) Status

Applicants who do not meet the minimum requirements for admission to a program will be placed on denied admission status and be administratively withdrawn from the university.

Admission Deadline Exceeded (DE) Status

Students who are unable to attain admitted status by the completion of their fourth university course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the University.

Re-entry Required (RE) Status

Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for the amount of time designate by the re-entry policy will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

DA status results when provisionally-admitted students fail to achieve the minimum-required grade point average (GPA) at the conclusion of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and   may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)

AD results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.

- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

SD status results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript. Students placed on SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

SS status occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the allocated period of time for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

EX status occurs when a student is administratively withdrawn from the University and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)

Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP)

Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)

Student is withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum atten-dance requirements and to receive a letter grade.

Dropped (DR)

Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)

Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)

Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status

Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
- 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

Enrollment Status

The University recognizes the following enrollment statuses:
Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in his/her program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

On-Camera Conduct Policy

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited, to children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the respective policies.

Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade.

- The student's final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

- Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete "I" grade shall be waived for deployed students.

IP = IN PROGRESS An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA).

- A new IX course completion date must be determined by the Disability Services Advisor.

- Students who are approved for reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67

Grade	Quality Points	Grade	Quality Points
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

A course which is repeated or replaced with equivalent coursework will no longer be applicable for credit, the course will not be calculated into the grade point average, and the most recent course will be applied and calculated in its place.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and

transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Office of Admissions and Records.

Grade Disputes and Grade Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance to academic policies, whose decision is final, unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to the student being degree conferred.

Program and Modality Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

Graduation Application and Credential Conferral

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a graduation application in order to be considered for official credential conferral.

Following credential conferral, the University will issue one diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a program grade point average of 3.85 or higher will graduate with "Honors". The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held by the majority of campuses.

Students who have met all of the requirements and completed a degree program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet

the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate students- successful completion of all but 6 credits
  - Bachelor's and Master's students- successful completion of all but 9 credits
  - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

Degree seeking students who meet the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

All Bachelors level students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years

Program	Years for Completion
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student's program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

- A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

Re-entry students who return to the same program version will have a new program completion deadline calculated if that program version is still active and available for new enrollments and is the most current version in the student's state or jurisdiction. Re-entry students who return to a program that is not accepting new enrollments and/or is not the most current version available in their state or jurisdiction will be held to their original program completion deadline.

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered Non-degree students and will be enrolled under the Non-degree (ND) admission status.. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an Extension program code for a College or non-credit bearing courses that are part of a program code from the School of Continuing Education.

Enrollment of international students into non-degree courses in

any of the three categories will only be made as permitted by U.S. law. University of Phoenix will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Registrants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the registrant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, Non-Degree students must meet the following academic preparedness requirements:(E1, E3)

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.(E4)
    - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement. (E5)
- Students who reside in the United States must meet one of the following requirements:
    - Be a legal resident of the United States
    - Have been granted permanent residency
    - Have a valid visa that does not prohibit educational studies
    - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the enrollment paperwork.
    - Have been granted asylum or refugee status
    - Have a valid F1 Visa
- Students who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
    - have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
    - have been completed with a grade of "C" or better or comparable passing benchmark
    - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from University of Phoenix or other institutions.

Non-Degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree student who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits towards an undergraduate degree required course of study completed after admission into the degree program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Humanities and Sciences Individual Counseling Non-Degree Courses

Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Health Professions, School of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN transfer partner institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Partnership Transfer Pathway Guides.

RN-BSN Transfer Partner Institution CEP's

RN-BSN Pathway Partnership CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP

courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

School of Advanced Studies Individual Doctoral Non-Degree Courses

Non-Degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and regis-

tration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall

class management.

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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

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Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **PhoenixLink™** Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™ is where you'll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University's alumni mentor database.
- View career planning and development resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest® and Twitter® online communities.

- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni/events
- **Phoenix Focus** - Be in the know with Phoenix Focus, your alumni magazine, featuring alumni profiles, career advice and in-depth articles to inspire you. Read the latest edition of Phoenix Focus at alumni.phoenix.edu/pf.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to alumni@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the eCampus portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
800.795.2586
E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
instagram.com/uopxalumni
linkd.in/uopxalumni
pinterest.com/uopx
twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and
- All other program specific admission requirements must be met.

An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-

pletion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after

their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  -or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

  -or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  -or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements

Phoenix Success Series Categories	Credits	Course Selection
Psychology	3	PSY 110
College level research and writing	6	ENG 100 ENG 200
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201 .... 3 credits
Foundations for University Success
PSY 110 ~ .... 3 credits
Psychology of Learning
ENG 100 ~.. 3 credits
Critical Reading and Composition
HUM 115 ~ .... 3 credits
Critical Thinking in Everyday Life
FP 100 ~... 3 credits
Everyday Economics and Finance
ENG 200 ~.. 3 credits
Research and Rhetoric

- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-year Sequence.
  - Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195 .... 3 credits
Foundations of University Studies
COM 170 ~.. 3 credits
Elements of University Composition and Communication I
COM 172 ~.. 3 credits

Elements of University Composition and Communication II
HUM 114 ~ .... 3 credits
Critical Thinking and Creative Problem Solving
PSY 211 ~ .... 3 credits
Essentials of Psychology
SCI 163 ~ .... 3 credits
Elements of Health and Wellness
FP 120 ~.. 3 credits
Essentials of Personal Finance

- SOC 110 is an optional course that may be taken prior to the completion of the First-Year Sequence. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, First-Year Sequence course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - National Testing Programs
  - ACE evaluated Military credits.
- Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information for their program after the applicable required course of study. Students requesting course waivers must have formal written requests submitted to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses requested to be waived, the courses to be transferred into the required course of study, and the university where the transfer courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Humanities and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communication, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills. This

background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is taken to satisfy graduation requirements, the courses taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

General Education Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain knowledge, skills and abilities within the various general education categories. Therefore, students

should be able to demonstrate the following learning outcomes by the time they complete their general education requirements:

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.
- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

Liberal Arts Components

The curriculum within the General Education Program is comprised of traditional liberal arts categories. The required number of credits in each category varies by program and may be found within the program specific requirements.The General Education categories and curriculum ensure that students are exposed to a breadth of content essential to a baccalaureate experience, and the categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program
Course work in Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program
Course work in English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program
Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic.

The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program
Course work in social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program
Course work in social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program
Course work in humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credits requirements vary by program
Course work in fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program
Course work in science/technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software

engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary, credit requirements vary by program

To fulfill this requirement, students may select additional general education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix offers Prior Learning Assessment (PLA) as an option by which students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and Experiential Learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcripted for academic college-level credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List.

University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University's Colleges, Schools, or the Provost's Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.

With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays.

Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

Corporate Partnerships- Credit Recommendation Guide

The University will endeavor to create Corporate Partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG).

CRGs will define transferability, applicability, and individual credit recommendations of partner corporations' professional training/seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established cor-

porate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment.html.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Program Length

Associate Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 90 to 104 weeks, Health Services Administration - 90 to 108 weeks, Humanities & Sciences - 93 to 109 weeks, Information Systems & Technology - 90 to 114 weeks, Business - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 206 to 220 weeks, Health Services Administration - 200 to 204 weeks, Nursing - 202 to 215 weeks, Humanities & Sciences - 200 to 225 weeks, Information Systems & Technology - 200 to 207 weeks, Business - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specialty coursework in criminal justice services. Students will receive core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections then advance to emphasis courses within the broad domains of criminal justice.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will exhibit critical thinking and problem solving skills as they apply to criminal justice settings.
- Students will demonstrate a competency in communication and collaboration within diverse populations throughout the criminal justice profession.
- Students will apply information literacy and utilization relevant to the criminal justice profession.
- Students will gain a global perspective of ethics and cultural diversity aspects within the broad domain of the criminal justice structure.
- Students will demonstrate the application of quantitative and qualitative research methods to collect and analyze data, expressing the relationship between research, theory, and practice in the criminal justice profession.

Preferred Sequence and Prerequisites for the BSCJA - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 241 ~ .... 3 credits
Introduction to Police Theory and Practices
CJS 251 ~ .... 3 credits
Introduction to Criminal Court Systems
CJS 255 ~ .... 3 credits
Introduction to Corrections
CJS 211 ~ .... 3 credits
Ethics in Criminal Justice
CJS 221 ~ .... 3 credits
Cultural Diversity in Criminal Justice
CJS 231 ~ .... 3 credits
Criminology
CJS 245 ~ .... 3 credits
Juvenile Justice Systems and Processes
CJA 305 ~ .... 3 credits
Criminal Law
CJA 315 ~ .... 3 credits
Criminal Procedure
CJA 325 ~ .... 3 credits
Criminal Organizations
CJA 335 ~ .... 3 credits
Research Statistics
CJA 345 ~ .... 3 credits
Research Methods and Evaluation
CJA 355 ~ .... 3 credits
Grant Writing
CJA 365 ~ .... 3 credits
Budget, Finance, and Planning
CJA 375 ~ .... 3 credits
Interagency Communication
CJA 385 ~ .... 3 credits
Criminal Justice Policy Analysis & Program Evaluation

Upper Division Criminal Justice Electives, 18 credits

Students must take the following:
CJA 484 ~ .... 3 credits
Criminal Justice Administration Capstone
Students may satisfy the 18 credit Upper Division Criminal Justice Electives using the courses below and their respective equivalencies, including students earning an Associate of Arts in Criminal Justice en-route. Students earning a certificate en-route will fulfill the 18 credit Upper Division Criminal Justice Electives using the certificate coursework.

Students choose five of the following:

BCC 395 ~..3 credits
Contemporary Issues and Futures in Cybercrimes

BCC 400 ~..3 credits
Information Systems Fundamentals

BCC 401 ~..3 credits
Cybercrimes in the 21st Century

BCC 402 ~..3 credits
Cybercrime and Role of Law Enforcement Security Personnel

BCC 403 ~..3 credits
Global Technology and Cybercrime

BSS 395 ~ ....3 credits
Contemporary Issues and Futures in Security

BSS 480 ~ ....3 credits
Risk Management Perception and Communication

BSS 481 ~ ....3 credits
Counterterrorism Intelligence and Analysis

BSS 482 ~ ....3 credits
Securing Critical Infrastructure and Cyberspace

BSS 483 ~ ....3 credits
World View of Homeland Security

CJA 395 ~..3 credits
Current Issues/Futures in Criminal Justice Management

CJA 444 ~..3 credits
Organizational Behavior and Management

CJA 454 ~..3 credits
Criminal Justice Management Theory and Practice

CJA 474 ~..3 credits
Managing Criminal Justice Personnel

CJA 475 ~..3 credits
Forecasting and Strategic Planning

CJHS 395 ~ ....3 credits
Issues and Futures in Human Services in Criminal Justice

CJHS 400 ~ ....3 credits
Theory and Practice: Human Services in Criminal Justice

CJHS 410 ~ ....3 credits
Mental Health and Crisis Interventions in Criminal Justice

CJHS 420 ~ ....3 credits
Case Management and Services Provided in Criminal Justice

CJHS 430 ~ ....3 credits
Collaborative Services in Criminal Justice

The University reserves the right to modify the required course of study.

The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program

will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSCJA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and an upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts in Criminal Justice
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 48 credits
  - Upper Division Criminal Justice Electives - 18 credits
  - Electives - 9 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSCJA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive a maximum of 12 lower division credits from the required course of study.

Students earning a Criminal Justice Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 15 upper division credits that can be waived in the BSCJA required course of study by meeting the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students earning a Criminal Justice Certificate en-route must use the certificate coursework to fulfill the 18 credit Upper Division Criminal Justice Electives requirement.

Students not earning an additional credential or earning an Associate of Arts in Criminal Justice en-route may satisfy the18 credit

Upper Division Criminal Justice Electives requirement through the following means:
- Choose from a selection of University of Phoenix Upper Division Criminal Justice courses, which must include CJA 484.
- Upper Division Criminal Justice transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better or comparable passing benchmark for nontraditional credits.

The following course in the Required Course of Study may not be waived: CJA 385, CJA 484

General Education Requirements for the BSCJA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 9 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSCJA for Students Obtaining an Associates En-Route Credential

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Effective for Enrollment Agreements sign 6/1/2016 or later, must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 9 credits

Must include at least six (6) credits in the physical or biological sciences

Must include: CJS 215

Humanities, 6 credits

Must include: GEN 201
Pathway B must include: 3 credits in critical thinking
Social Science, 9 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Must include: CJS 235
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 3 credits
Must include: CJS 205
Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

SCHOOL OF BUSINESS

We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:

- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
  - Finance
  - Marketing
  - Information Systems
  - Research Methodologies
  - Economics
  - Business Law
  - Management
  - Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ .... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ .... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ .... 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ .... 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ .... 3 credits
Principles of Accounting I

ACC 291 ~ .... 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ .... 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ .... 3 credits
Principles of Microeconomics

ECO 372 ~ .... 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ .... 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ ....3 credits
Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Financial Planning Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Small Business Management and Entrepreneurship Certificate
  - Project Management Certificate
  - Human Resource Management Certificate
  - General Management Certificate
  - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSB

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
  - General Education - 45 credits
  - Required Course of Study (BSB) - 39 credits
  - Upper Division Business/Management Electives - 18 credits
  - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective

course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Requirement, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Previously completed Graduate UOPX Business/Management coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date .
- The following course(s) may not be waived: BUS 475

MBA Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~.. 3 credits
Business Law

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Management

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The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross- functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effective- ness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, pro- ductivity, and effectiveness. Upon completion of the program, stu- dents will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the follow- ing learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Management, 12 total credits

MGT 312 ~..3 credits
Organizational Behavior for Managers
HRM 300 ~ ....3 credits
Fundamentals of Human Resource Management
LDR 300 ~..3 credits
Innovative Leadership
MGT 426 ~..3 credits
Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~ ....3 credits
Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~..3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~..3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~..3 credits
Marketing

Finance, 3 total credits

FIN 419 ~..3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ ....3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
  - Associate of Arts Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSM) - 36 credits
  - Electives - 39 credits
- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: 3 credits of upper division Humanities coursework

The preferred course is PHL 320

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Must include: 3 credits of upper division Social Science coursework

The preferred course is SOC 315

Additional Liberal Arts, 6 credits

Must include: GEN 201

Interdisciplinary Component, 9 credits

Pathway B must include: 3 credits in economics

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of nine (9) upper division credits from their required course of study.

Students may also waive three (3) lower division credits from the required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division University of Phoenix coursework.
- Previously completed UOPX graduate coursework.
- Upper or lower division Certificate approved in the student's state or jurisdiction.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer and was completed.

The following course(s) and their equivalents may not be waived: MGT 498

MBA Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their elective credits which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 .... 3 credits
Management
HRM 531 ~ .... 3 credits
Human Capital Management
LAW 531 ~... 3 credits
Business Law

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

California Students:

**The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam Specific coursework in ethics study must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.
- Students will apply financial accounting principles to record and communicate measureable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ ....3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ ....3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ ....3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ ....3 credits
Principles of Accounting I
ACC 291 ~ ....3 credits
Principles of Accounting II
ACC 295 ~ ....3 credits
Principles of Accounting I for Accountants
ACC 296 ~ ....3 credits
Principles of Accounting II for Accountants

Management, 6 total credits

PHL 320 ~ ....3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ ....3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ ....3 credits
Principles of Microeconomics
ECO 372 ~ ....3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Strategy, 3 total credits

BUS 475 ~.. 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~.. 3 credits
Cost Accounting
ACC 350 ~.. 3 credits
Cost Accounting for Accountants

Intermediate Accounting, 9 total credits

ACC 421 ~.. 3 credits
Intermediate Financial Accounting I
ACC 422 ~.. 3 credits
Intermediate Financial Accounting II
ACC 423 ~.. 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:

ACC 455 ~.. 3 credits
Corporate Taxation
ACC 456 ~.. 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~.. 3 credits
Government and Non-Profit Accounting
ACC 466 ~.. 3 credits
Advanced Accounting

Auditing, 6 total credits

ACC 491 ~.. 3 credits
Contemporary Auditing I
ACC 492 ~.. 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~.. 3 credits
Advanced Topics in Accounting Research
ACC 498 ~.. 3 credits
Advanced Topics in Accounting Research Capstone

The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSACC

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 66 credits
  - Electives - 9 credits

- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSACC

- Students in this program may waive a maximum of 30 credits from their required course of study.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475, ACC 498

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will assess the historical foundations of communication in order to forecast trends in contemporary society.
- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~ .... 3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~ .... 3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~ .... 3 credits
Foundations of Mass Communication

BSCOM 410 ~ .... 3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ .... 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~ .... 3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~ .... 3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~ .... 3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~ .... 3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~ .... 3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~ .... 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~ .... 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~ .... 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 39 credits
  - Upper Division Communication Electives - 18 credits
  - Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BS/COM

- Students in this program may waive a maximum of 12 credits from their required course of study.
- The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:
  - Upper Division UOPX Communication coursework.
  - Previously completed Graduate UOPX Communication coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Communication transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.
- The following courses in the Required Course of Study may not be waived: BSCOM 485

Re-entry for the BS/COM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Bachelor of Science in Information Technology

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The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, network and cloud infrastructure, database design and integration, cybersecurity, programming and other supporting IT principles. The program provides the opportunity to specialize through the selection of coursework and/or University of Phoenix certificates, aligned to industry certifications, to support IT career goals.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Business Information Systems: Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Network and Cloud Infrastructure: Students will be able to design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation.
- Database Design and Integration: Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Cybersecurity: Students will be able to implement cybersecurity solutions that comply with global governance best practices.
- Programming: Students will be able to demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Core Topics, 6 total credits

CIS 207 ~ *Pre-requisite applies to Pathway B only* .... 3 credits
Information Systems Fundamentals
CMGT 410 ~ .... 3 credits
Project Planning & Implementation

Business Systems, 9 total credits

BSA 375 ~.. 3 credits
Fundamentals of Business Systems Development
DAT 380 ~.. 3 credits
Advanced Database Architecture
DAT 390 ~.. 3 credits
Database Integration with Other Systems

Networking, 6 total credits

CYB 205 ~ .... 3 credits
Infrastructure Administration
NTC 362 ~.. 3 credits
Fundamentals of Networking

Data Management, 6 total credits

DAT 210 ~.. 3 credits
Data Programming Languages
DAT 305 ~.. 3 credits
Data Structures for Problem Solving

Cybersecurity, 9 total credits

CYB 100 ~ ....3 credits
Cyber Domain
CYB 110 ~ ....3 credits
Foundations of Security
CMGT 400 ~ ....3 credits
Intro to Information Assurance & Security

Programming, 6 total credits

CYB 130 ~ ....3 credits
Object-Oriented Scripting Language
PRG 211 ~ ....3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits

BSA 425 ~ ....3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSIT

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
- Associate of Arts Concentration in Information Technology
- Advanced Networking Certificate (Undergraduate)
- Advanced Cyber Security Certificate (Undergraduate)
- Advanced Software Developer Certificate (Undergraduate)
- Advanced Virtualization Administration Certificate (Undergraduate)

Students may apply for conferral of an en-route credential upon meeting the following program requirements:
- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement
- Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.
  Students utilizing this policy will need to meet the following conditions:
  - Satisfy Pathway A entry course sequence (GEN/201), unless otherwise stated in policy.
  - Satisfy the MTH/220 General Education requirement.
  - Complete a minimum of 18 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.

- Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT 009 program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 42 credits
  - Required Course of Study - 45 credits
  - Upper Division Information Systems and Technology Electives - 18 credits
  - Electives - 15 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- Students in this program may waive a maximum of 21 credits from their required course of study.
- The 18 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper Division or Graduate IS&T UOPX coursework.
  - Previously completed Graduate coursework from the College of IS&T.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better.
  - Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
  - Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date.
  - Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF HEALTH PROFESSIONS
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University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

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School of Health Services Administration
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As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix®School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle all of tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will be able to analyze a health care organization from a market-based perspective.
- Learners will be able to analyze financial issues in the health care industry.
- Learners will be able to explain the application of risk and quality management concepts in the health care industry.
- Learners will be able to analyze the utilization and application of technology within a health care organization.
- Learners will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ .... 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ .... 3 credits
Business Communication Skills for Health Care Professionals

HCS 235 ~ .... 3 credits
Health Care Delivery in the U. S.

HCIS 140 ~ .... 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ .... 3 credits
Health Care Professional Development

HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility

HCS 325 ~ .... 3 credits
Health Care Management

HCS 370 ~ .... 3 credits
Organizational Behavior

HCS 341 ~ .... 3 credits
Human Resources in Health Care

HCS 380 ~ .... 3 credits
Health Care Accounting

HCS 385 ~ .... 3 credits
Health Care Finance

HCS 490 ~ .... 3 credits
Health Care Consumer - Trends and Marketing

HCS 457 ~ .... 3 credits
Public and Community Health

HCS 483 ~..3 credits

Health Care Information Systems

HCS 451 ~..3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~..3 credits

Health Care Research Utilization

HCS 499 ~..3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The School of Health Service Administration recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~..3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~..3 credits

Facility Planning

HCS 455 ~..3 credits

Health Care Policy: The Past and the Future

HCS 456 ~..3 credits

Risk Management

HCS 475 ~..3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~ ....3 credits

Project Planning and Implementation in Health Care

BSA 376 ~ ....3 credits

Systems Analysis and Design

NTC 361 ~ ....3 credits

Network and Telecommunications Concepts

DBM 381~ ....3 credits

Database Concepts

HCIS 420 ~ ....3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~ ....3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~ ....3 credits

The Management of Retail Health Clinics

RHM 430 ~ ....3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~ ....3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~ ....3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~ ....3 credits

Introduction to Lifespan Management

LSM 412 ~ ....3 credits

Management within the Lifespan Industry

LSM 417 ~ ....3 credits

Regulations in Lifespan Management

LSM 423 ~ ....3 credits

Financial Strategies for Lifespan Management

LSM 429 ~ ....3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Long Term Care Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSHA

All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSHA) - 51 credits
  - Upper Division Health Administration Electives - 15 credits
  - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits
Must include: HCS 245

Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201

Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 .... 3 credits
Systems Thinking in health care environments

MHA 507 .... 3 credits
Leveraging informatics in the health sector

MHA 508 .... 3 credits
Navigating the regulatory environment in health care

MHA 542 .... 3 credits
Leading with authenticity in the health sector

MHA 560 .... 3 credits
Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.
  The 24 general education credits must consist of:
  - 6 credits in Communication Arts
  - 3 credits in Humanities
  - 6 credits in Social Science
  - 3 credits in Science/Technology
  - 3 credits in Physical/Biological Science
  - 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  - HCS 499 Health Care Strategy Capstone

- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives

that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

This program is a post-licensure nursing program designed for nurses with current RN licensure who wish to obtain a bachelor's of science degree in nursing. The program is designed to expand knowledge in the areas of nursing science evidence and theory in order to apply current evidence-based knowledge to increase quality of patient outcomes and health systems. The program targets relevant content to align with many industry standards, which permits graduates to be influential leaders within the nursing profession.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302 ....3 credits
Professional Contemporary Nursing Role and Practice
NSG 416 ~ ....3 credits
Theoretical Development and Conceptual Frameworks
HSN 376 ~ ....3 credits

Health Information Technology for Nursing
NSG 451 ~ ....3 credits
Professional Nursing Leadership Perspectives
NSG 456 ~ ....3 credits
Research Outcomes Management for the Practicing Nurse
NSG 426 ~ ....3 credits
Integrity in Practice: Ethic and Legal Considerations
HSN 476 ~ ....3 credits
Healthcare Policy and Financial Management
*NSG 486 ~ ....3 credits
Public Health: Health Promotion and Disease Prevention
*NSG 482 ~ ....3 credits
Promoting Healthy Communities
NSG 468 ~ ....3 credits
Influencing Quality within Healthcare
NSG 498 ~ ....3 credits
Senior Leadership Practicum

Students residing in California who have a California nursing license are required to take NSG 486CA and NSG 482CA:

NSG 486CA ~ ....3 credits
Public Health: Health Promotion and Disease Prevention
NSG 482CA ~ ....3 credits
Promoting Healthy Communities

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- Completion of a nursing diploma; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.

- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - -Be a legal resident of Canada
    - -Be a landed immigrant
    - -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Partnership Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Partnership Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Partnership Transfer Guide. Prior to enrolling into the BSN program applicants must:
  - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 47 credits
  - Required Course of Study - 33 credits

- Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in all nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
- Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program cannot waive any courses in their required course of study.

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, equivalent or higher

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Bachelor of Science in Nursing Partner (California)

The following Bachelor of Science in Nursing Partner (BSN) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Purpose

This program is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a Bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate ethical values and respect for cultural diversity in safe patient-centered health care delivery and practice in a variety of health care settings.
- Students will apply theories, knowledge, and the nursing process to provide safe patient-centered care in a variety of health care settings.
- Students will apply health promotion and disease management principles that integrate evidenced-based nursing knowledge to ensure safe patient-centered care.
- Students will integrate professional nursing leadership roles as designer, manager, and coordinator of safe patient-centered care in a variety of health care settings.
- Students will use health care equipment, technology, communication devices, and information systems to provide safe patient-centered care in a variety of health care settings.
- Students will analyze the effect of health care policy, regulatory, legal, economic, and sociocultural environments on health care delivery and practice in a variety of health care settings.
- Students will integrate professional role as educator in health care delivery and practice in a variety of health care settings.

Preferred Sequence and Prerequisites for the BSN

The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

Students residing in California who have a California nursing license are required to take NUR 405CA and NUR 408CA.

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

The following courses will be taken at University of Phoenix:

HSN 302 .... 3 credits
Undergraduate Nursing Studies
NSG 391 ~ .... 3 credits
Professional Nursing Practice
NUR 440CC ~ .... 3 credits
Health Assessment and Promotion for Vulnerable Populations
Upper Division Non-Nursing Elective .... 6 credits
NUR 443CC ~ .... 3 credits
Evidence-Based Nursing Research and Practice
NUR 405CA ~ .... 4 credits
Healthy Communities: Theory and Practice
NUR 408CA ~ .... 4 credits
Epidemiology: Global and Public Health
NUR 492CC ~ .... 4 credits
Senior Practicum: Leadership and Management

The following courses will be waived with coursework from the partner institution:

HCS 350 .... 3 credits
Health Care Communication
HCS 438 .... 3 credits
Statistical Applications
HCS 478 .... 3 credits
Health Law and Ethics
HCS 482 .... 3 credits
Health Care Informatics
NUR 403 .... 3 credits
Theories and Models of Nursing Practice
NUR 427 .... 3 credits
Health and Chronic Disease Management
Lower Division Nursing Elective .... 24 credits

The University reserves the right to modify the required course of

study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- Students must complete HSN 302, NSG 391 and NUR 440CC as a Non-Degree student with UOPX with a C or better as part of their associate degree progression with the partner institution and prior to admission to University of Phoenix.

Candidacy Status for the BSN

The College of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NUR/405CC. Review for Level 2 Candidacy will be based on the following items:

- Documentation of a valid, unrestricted, unencumbered RN license.
- Completion of all general education credits.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN Partner program will take NUR 443CC as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further program courses.
- Satisfy University Proficiency Requirements
- Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.
- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - -Grade of C- or better (or academic equivalent)
    - -At least 2 semester credits
    - -Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NUR 405CC, NUR 408CC, and NUR 492CC.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in specific nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.

Effective for new Enrollment Agreements signed 10/1/2015 or later: Students cannot repeat more than one nursing or clinical course from the list above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken

the following steps:
- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CA, NUR 405CC, NUR 408CA, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Must include COMM 215, equivalent or higher.

Must include an oral communication course and a written communication course.

Mathematics, 6 credits

Effective for enrollment agreements signed 6/1/2016 or later, must include 6 credits of statistics or higher

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Must include 3 credits of psychology and 3 credits of sociology or anthropology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:
- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

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COLLEGE OF EDUCATION (Southern California)

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsls.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA ~ ....0 credits
Orientation to Teacher Education

Introductory Course, 3 total credits

GEN 201 (A Track) ....3 credits
Foundations for University Success
GEN 127 (B Track) ....3 credits
University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA ....3 credits
Foundations of Education

Education Models & Theories, 6 total credits

EDU 311CA ~ ....3 credits
Models and Theories of Instruction
EDU 321CA ....3 credits
Classroom Management

Human Development, 3 total credits

EDU 305CA ~ ....3 credits
Child Development

Reading, 3 total credits

RDG 420CA ....3 credits
Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits

SPE 300CA ....3 credits
Orientation to the Exceptional Child
ELL 300 ....3 credits
Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits

EED 436CA ....3 credits
Elementary Methods: Social Science and Fine Arts
EED 438CA ....3 credits
Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
EED 498CA ~ ....4 credits
Elementary Student Teaching, Seminar I
EED 499CA ~ ....4 credits
Elementary Student Teaching, Seminar II
Students with no prior completion of a TPA course as of 1/1/2018 and later:
EED 491CA ~ ....4 credits
Elementary Clinical Practice A
EED 492CA ~ ....4 credits
Elementary Clinical Practice B

TPA, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~ ....1 credit
Subject Specific Pedagogy
TPA 002 ~ ....1 credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~ ....1 credit
TPA Planning and Instruction
TPA 200 ~ ....1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

General Information for the BSLS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSLS

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Verification of negative TB test results, or other approved TB clearance documentation.
- A receipt of the Request for Certificate of Clearance or Verification of Certificate of Clearance or other approved Certificate of Clearance documents.
- A signed New Student Checklist:
- Students who reside outside of the state of California are not eligible to apply.
- Signed Enrollment/Disclosure Agreement
- For students with an Enrollment Agreement signed prior to 1/1/2018: a signed CalTPA Code of Honor

- Completion of any state-specific required documents or forms
- Students transferring to University of Phoenix on or after July 1, 2015, with a California completed Associate of Arts or Associate of Science transfer degree in Elementary or Early Childhood Education will be considered as satisfying a 60 credit block of courses within the program. To earn the Bachelor of Science in Liberal Studies degree, students must:
  - Successfully complete a minimum of 61 credits at University of Phoenix.
  - Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies

Candidacy Status for the BSLS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 University of Phoenix credits from the Required Course of Study (Core) of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Demonstration of basic skills proficiency (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
  - A minimum of 43 upper division credits.
  - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Completion of Teacher Performance Assessment
  - Candidates who have successfully completed TPA 001 prior to 1/1/2018 will continue to complete CalTPA 1-4.
- Satisfactory completion of student teaching.
- Complete courses within the sequence specified by course prerequisite requirements.

- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
  - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
  - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
  - Transfer a Critical Thinking course.
  - Previous completion of an Associate of Arts or higher degree from UOPX.
  - Previous completion of a Critical Thinking course with UOPX
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course are not required to take GEN 127 or GEN 201.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program (R1, R2, E1).

- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Completed within ten years of enrollment (5 years School of Nursing)
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- Candidates must provide verification of the following prior to beginning student teaching. Candidates must provide:
  - Verification of content knowledge mastery prior to student teaching (CSET content exam)
  - Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
  - Candidates who have successfully completed TPA/001 prior to 1/1/2018: Passing score on CalTPA 1 (Subject- Specific Pedagogy) and CalTPA 2 (Designing Instruction)
  - Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
  - Verification of the completion of 100 hours of field experience.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
  - All students must complete GEN 201 or GEN 127 and BSLS 101CA as the first two courses at the University.
  - BSLS students are not required to enroll in the First-Year Sequence.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
- A candidate must earn a grade of "C" or better in the following course. Grades of "I" and "C-" are not accepted: HIS 110CA.

Minimum Grade Requirements for the BSLS

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: EED 498CA, EED 499CA, EED 491CA, EED 492CA
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 498CA, EED 499CA, GEN 127, GEN 201

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

BSLS Orientation, 0 credits
Must include: BSLS 101CA, Orientation to Liberal Studies in Education

English/Language Arts, 21 credits
Must include the following:
Must include HUM 115
B Track must include ENG 147
6 credits in Writing (RDG 201CA)
3 credits in Communication
3 credits in Linguistics
3 credits in American Literature
3 credits in Reading

Mathematics, 12 credits
Must include: MTH 213CA & MTH 214CA
Effective for Enrollment Agreements sign 6/1/2016 or later, must include
6 credits of quantitative reasoning or higher

Physical/Biological Science, 12 credits
Must include the following:
3 credits in Physics
3 credits in Biology
3 credits in Chemistry
3 credits in Earth Science
(recommended to include two lab sciences)

Social Studies, 15 credits
Must include the following:
6 credits in World History
3 credits in CA History (HIS 305CA)
6 credits in U.S. History (HIS 110CA)

Fine Arts, 9 credits
Must include: ARTS 100CA, ARTS 230CA, and ARTS 340CA

Humanities, 6 credits
Must include: HUM 375CA and PHL 310CA

Health/Physical Education, 6 credits
Must include the following:
3 credits in Health/PE (HPE 170CA)
3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards stu-

dent's degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc,.) and must be completed at University of Phoenix: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:

- Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
  - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
  - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
- Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
  - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
  - -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).

- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Re-entry for the BSLS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking more than student teaching, internship or practicum and meet the following criteria are eligible for reentry into their current program version.

- Met Level 2 Candidacy
- Have 60 or more applied credits
- The ability to satisfy all program requirements within their original program completion deadline

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).
- Candidates must provide proof of certification in cardio pulmonary resuscitation (CPR).
- Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

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GRADUATE PROGRAMS

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Admission Procedures

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Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants, with academic records from a country evaluated in-house by the Office of Admissions & Records, must have a pre-evaluation completed by the Office of Admissions and Records indicating that the student has the appropriate academic background to meet the admission requirements, and

- All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master's degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University's verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods.

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student's specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student's previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student's state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official

translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:

- achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University

-or-

- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies

- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a master level program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 71 to 92 weeks, Health Services Administration (single degree) - 87 to 102 weeks, Health Services Administration (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Humanities & Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Humanities & Sciences (Counseling) - 132 to 179 weeks, Information Systems & Technology - 84 weeks, Business - 84 to 102 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Master of Science in Counseling

MSC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000's, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

Program length is approximately two and one–half to three and one–half years. Additional time will be required for homework, learning team meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role–play, seminar, self–directed learning, and supervised clinical experiences.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-humanities-and-sciences/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msc-mfct.

Program Purpose

This program meets the California Marriage Family and Child Therapy educational requirements for registration with the Board of Behavioral Sciences (BBS) as an MFT intern. Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the MFT licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.

- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and eliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.
- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes
- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502 ....0 credits
Graduate Portfolio I

CCMH 510 ~ ....3 credits
Multi-Cultural Issues in Mental Health Counseling

CCMH 504 ~ ....3 credits
Individual and Family Development Across the Life Span

CCMH 506 ~ ....3 credits
Personality Theories and Counseling Models

MFCC 551CA ~ ....3 credits
Legal and Ethical Issues in Marriage and Family Therapy

CCMH 551 ~ ....3 credits
Individual Counseling

CCMH 525 ~ ....3 credits
Research Methods for Mental Health Counselors

CCMH 535 ~ ....3 credits
Psychometrics

CCMH 544 ~ ....3 credits
Introduction to Clinical Assessment

CCMH 548 ~ ....3 credit
Psychopathology: Advanced Clinical Assessment

CNSL 556 ~ ....0 credits
Portfolio II

MFCC 556 ~ ....3 credits
Family Systems Theory

MFCC 561 ~ ....3 credits
Family Interventions

CCMH 568 ~ ....3 credits
Group Counseling

CCMH 521 ~ ....3 credits
Psychopharmacology/Biological Basis of Behavior

CCMH 561 ~ ....3 credits
Dependency and Addictions

MFCC 591O ~ ....0 credits
Orientation To Practicum in Marriage and Family Counseling

MFCC 537 ~ ....3 credits
Child and Adolescent Counseling

CCMH 540 ~ ....3 credits
Career and Vocational Counseling

MFCC 567 ~ ....3 credits
Seminar in Marriage and Family Counseling

MFCC 591 ~ ....3 credits
Pre-Practicum in Marriage and Family Counseling

MFCC 599A ~ ....3 credits
Practicum in Marriage and Family Counseling A

MFCC 599B ~..3 credits
Practicum in Marriage and Family Counseling B

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.

- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Humanities and Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/ MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 591, MFCC 599A, MFCC 599B

Re-entry for the MSC/MFCT

All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class.

If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

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SCHOOL OF BUSINESS
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We prepare future leaders for business excellence.

Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

Master of Business Administration
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The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:
- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515...3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521..3 credits
Management
HRM 531 ~...3 credits
Human Capital Management
LDR 531 ~..3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~...3 credits
Business Law
ECO 561 ~..3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~..3 credits
Accounting
FIN 571 ~..3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~...3 credits
Operations Management
QNT 561 ~...3 credits
Applied Business Research & Statistics

Integrative Business Capstone, 3 total credits

STR 581 ~..3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 36 credits
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: MGT 521, STR 581

- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Business Administration (Certificate Track)

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation

MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits

BUS 515 ....3 credits
Seminar in Business Topics

Management and Leadership, 9 total credits

MGT 521 ....3 credits
Management
HRM 531 ~ ....3 credits
Human Capital Management
LDR 531 ~..3 credits
Organizational Leadership

Business Environment, 6 total credits

LAW 531 ~ ....3 credits
Business Law
ECO 561 ~ ....3 credits
Economics

Business Functional Areas, 9 total credits

ACC 561 ~ ....3 credits
Accounting
FIN 571 ~..3 credits
Corporate Finance
MKT 571 ~..3 credits
Marketing

Business Technical Skills, 6 total credits

OPS 571 ~...3 credits
Operations Management
QNT 561 ~..3 credits
Applied Business Research & Statistics

Integrative Business Capstone, 3 total credits

STR 581 ~..3 credits
Strategic Planning & Implementation

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Accounting Concentration

Students in the Master of Business Administration Concentration in Accounting (Certificate Track) will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The program is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-accc.

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC/541-Accounting Theory & Research).

Foundational Coursework:

ACC 541 ~ ....3 credits
Accounting Theory & Research

Graduate Accounting Electives (Select 3):

ACC 542 ~ ....3 credits
Accounting Information Systems
ACC 543 ~ ....3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~ ....3 credits
Internal Control Systems
ACC 545 ~ ....3 credits
Financial Reporting
ACC 546 ~ ....3 credits
Auditing
ACC 547 ~ ....3 credits
Taxation
ACC 548 ~ ....3 credits
Not-for-Profit & Government Accounting
ACC 556 ~ ....3 credits
Forensic Accounting
ETH 557 ~ ....3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University's Accounting Concentration.

California Students:

The Master of Business Administration with a concentration in Accounting (MBA/ACCC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.

Human Resource Management Concentration

The Master of Business Administration Concentration in Human Resource Management (Certificate Track) program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrmc. MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework (3 of which must include HRM/595-Human Resource Capstone Course).

Graduate Human Resource Management Electives (Select 3):

HRM 546 ~.. 3 credits
Human Resource Law
HRM 558 ~.. 3 credits
Research in Human Resource Management
HRM 548 ~.. 3 credits
Recruitment and Retention Practices
HRM 552 ~.. 3 credits
Organizational Training and Development

Foundational Coursework:

HRM 595 ~.. 3 credits
Human Resource Capstone Course

Marketing Concentration

Students in the Master of Business Administration Concentration in Marketing (Certificate Track) program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The program is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mktc. MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT/593-Product Design and Development Course).

Graduate Marketing Electives (Select 3):

MKT 544 ~.. 3 credits
Integrated Marketing Communications
MKT 554 ~.. 3 credits
Consumer Behavior
MKT 552 ~.. 3 credits
Technology Applications and e-Marketing
MKT 562 ~.. 3 credits
Advanced International Marketing

Foundational Coursework:

MKT 593 ~.. 3 credits
Product Design and Development

Project Management Concentration

Students in the Master of Business Administration Concentration in Project Management (Certificate Track) program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project®software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc. MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.

Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

PM 571 ~.. 3 credits
Project Management
PM 582 ~.. 3 credits
Project Leadership
PM 584 ~.. 3 credits
Project Risk Management
PM 586 ~.. 3 credits
Project Quality Management
PM 598 ~.. 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

General Information for the MBA

- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 48-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
  - Successful completion of all courses outlined in the enrollment agreement for the certificate.
  - Achievement of the minimum program GPA.
  - Fulfillment of the minimum University residency requirement.

Master Degree Program and Concentration	En-Route Certificate
Master of Business Administration Concentration in Accounting	Graduate Accounting Certificate (CERT/G-ACC)
Master of Business Administration Concentration in Human Resource Management	Graduate Human Resource Management Certificate (CERT/G-HRM)
Master of Business Administration Concentration in Marketing	Graduate Marketing Certificate (CERT/G-MKT)
Master of Business Administration Concentration in Project Management	Graduate Project Management (G-PM)

- Students can only earn one certificate en-route to completing the graduate program.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Business Administration

Academic Progression Requirements for the MBA

- The Program Requirement in Management must be completed first.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 023 program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The following courses may not be waived: ACC 541, HRM 595, MGT 521, MKT 593, PM 598, STR 581
- The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful leadership and entrepreneurship practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive leadership, entrepreneurship and management industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate the implications of change and its impact on diverse stakeholders within the organization.
- Students will apply key skills to synchronize human and material resources within a dynamic organization.
- Students will apply key skills to function as change leaders to advance organizational goals.
- Students will apply appropriate leadership theories, models, and tools for solving complex organizational problems.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 9 total credits

BUS 511 .... 3 credits
Managing the Business Environment
BUS 502 .... 3 credits
The External Factors that Impact Business
BUS 503 .... 3 credits
Accounting and Financial Decision Making

Entrepreneurial Leadership, 3 total credits
ENT 527 ~ .... 3 credits
Opportunity Assessment and Innovation
Communications, 3 total credits
COM 539 ~ .... 3 credits
Communications: Selling and Customer Engagement
Leadership, 3 total credits
LDR 535 .... 3 credits
Leading Change
Strategic Marketing, 3 total credits
MKT 575 ~ .... 3 credits
Marketing Strategy
Research, 3 total credits
DAT 565 ~ .... 3 credits
Data Analysis and Business Analytics
Business Law, 3 total credits
LAW 531 ~ .... 3 credits
Business Law
Technology, 3 total credits
ENT 586 ~ .... 3 credits
Informational Technology for Entrepreneurs and Leaders
Budgetary Finance, 3 total credits
FIN 575 ~ .... 3 credits
Project Budget and Finance
Management, 3 total credits
MGT 521 .... 3 credits
Management
Entrepreneurial Project, 3 total credits
ENT 588 ~ .... 3 credits
Innovation and Design: Capstone Project
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

- Completion of a minimum of 39 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Management

Academic Progression for the MM

- Students must complete the following three Master of Management (MM) foundational courses before proceeding into any additional coursework for the program: BUS 502, BUS 503, BUS 511

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

- Successful completion of the three foundational courses (BUS 511, BUS 502, and BUS 503) or equivalents.
- Undergraduate degree in Business, Management or Accounting completed within 10 years from current program enrollment agreement sign date.
- Graduate degree in Business.
- At least 30 credits in undergraduate, graduate and/or doctoral level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Only the three foundational courses can be waived, no other required course of study courses can be waived.

Re-entry for the MM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
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The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today's information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Master of Information Systems

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student is exposed to key information systems technologies and real world use cases to understand the development and management of business systems within and across organizations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mis.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and plan for the development of an information system to address the needs of an organization.
- Students will be able to create the plans required for key roles, resources, operational metrics and risk responses needed to implement and maintain information systems within an organization.
- Students will be able to develop methods and tools for communication to facilitate the satisfactory completion of processes required to manage IT resources.
- Students will be able to generate the vision, direction and strategic purpose for the creation of an information systems project.
- Students will be able to construct a plan to verify that the regulations, compliance and security issues within an organization are addressed.
- Students will be able to explain and develop an effective IT project plan meeting professional standards.

MIS Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Systems Technology, 12 total credits

CMGT 554.. 3 credits
IT Infrastructure
CMGT 555 ~ .... 3 credits
Systems Analysis and Development
CMGT 556 ~ .... 3 credits
Enterprise Models
CMGT 557 ~ .... 3 credits
Emerging Technologies & Issues

Information Systems Management, 12 total credits

CMGT 575 ~ .... 3 credits
CIS Project Management
CMGT 578 ~ .... 3 credits
CIS Strategic Planning
CMGT 582 ~ .... 3 credits
Security & Ethics
CMGT 583 ~ .... 3 credits
IS Integration

Graduate Electives, 18 total credits

The University reserves the right to modify the required course of study.

En-Route Credentials for the MIS

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate Business Analytics Certificate
- Graduate Cyber Security Certificate

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Admission Requirements for the MIS

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Degree Requirements for the MIS

- Completion of a minimum of 42 credits that include the following distribution:
  - Required Course of Study - 24 credits
  - Graduate Electives - 18 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Information Systems

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 24 credits in the program, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The 18 credit Graduate Electives requirement may be satisfied by any of the following means:

- Any pre-determined 3-credit Graduate UOPX courses.
- Any previously completed Graduate coursework from UOPX.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Graduate Certificate approved in the student's state or jurisdiction.

Students earning a certificate en-route to completing the graduate degree may waive a maximum of 6 credits within the certificate program in addition to the 9 credits that can be waived in the MIS required course of study by meeting the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Re-entry for the MIS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

COLLEGE OF HEALTH PROFESSIONS

University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today's graduates can effectively tackle tomorrow's healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry-from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix®School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:
Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511...3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ....3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ....3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ....3 credits
Human Resources Management
NSG 567 ....3 credits
Financial Resources Management in Health Care
NSG 516AD ~ ....3 credits
Practicum I
NSG 517AD ~ ....3 credits
Practicum II
Graduate Elective Requirement...6 credits
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:

- Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration Bridge

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The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .... 3 credits
Theory-Based Nursing Practice

NUR 403 .... 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391 .... 3 credits
Professional Nursing Practice
NUR 440 .... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443 .... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~... 3 credits
Contemporary Nursing Practice
NSG 512 ~... 3 credits
Nursing Research
NSG 513 ~... 3 credits
Inter-professional Leadership and Management
NSG 514 ~... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 557 ~... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 ~... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 ~... 3 credits
Human Resources Management
NSG 567 ~... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~.. 3 credits
Practicum I
NSG 517AD ~.. 3 credits
Practicum II
Graduate Elective Requirement .... 6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - -Be a legal resident of Canada
  - -Be a landed immigrant
  - -Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM
- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
  - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
  - Completed within the past ten (10) years from current program enrollment agreement sign date
  - A minimum grade of "C-"or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

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The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.

- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 ....3 credits
Contemporary Nursing Practice
NSG 512 ....3 credits
Nursing Research
NSG 513 ....3 credits
Inter-professional Leadership and Management
NSG 514 ....3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ....3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ ....3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ....3 credits
Program and Course Development
NSG 532 ....3 credits
Innovative Curriculum Design
NSG 533 ....3 credits
Educational Assessment and Evaluation
NSG 534 ....3 credits
Facilitating Engaged Learning
NSG 516ED ~..3 credits
Practicum I
NSG 517ED ~..3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED
- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education Bridge
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The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master's of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .... 3 credits
Theory-Based Nursing Practice
NUR 403 .... 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 .... 3 credits
Professional Nursing Role
NUR 391 .... 3 credits
Professional Nursing Practice
NUR 440 .... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .... 3 credits
Evidence-Based Practice and Statistics
NUR 443 .... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416 .... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 .... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 .... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ~ .... 3 credits
Contemporary Nursing Practice
NSG 512 ~ .... 3 credits
Nursing Research

NSG 513 ~ .... 3 credits
Inter-professional Leadership and Management
NSG 514 ~ .... 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ~ .... 3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ~ .... 3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ~ .... 3 credits
Program and Course Development
NSG 532 ~ .... 3 credits
Innovative Curriculum Design
NSG 533 ~ .... 3 credits
Educational Assessment and Evaluation
NSG 534 ~ .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    -Be a legal resident of Canada
    -Be a landed immigrant
    -Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student wishes to return to a prior program version.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing/Family Nurse Practitioner

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. The MSN/FNP program is 47 graduate credits. Students complete core courses in advanced nursing content and process, then complete the Family Nurse Practitioner (FNP) course sequence. The FNP courses focus on the health care needs of people through the life span. Graduates of the FNP program are prepared for independent and collaborative decision making in health promotion and maintenance, with an emphasis on primary care across the life span. Graduates are eligible to take the National Certification Exam.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-fnp.

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice to function in leadership roles in practice and educational settings and emphasizes comprehensive, preventative care in addition to treatment. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will obtain and accurately document a relevant health history for patients in all phases of the individual and family life cycle.
- Students will perform and document appropriate comprehensive or symptom-focused physical examinations on patients
- Students will order, perform, and interpret age-, gender-, and condition-specific diagnostic tests and screening procedures.
- Students will formulate comprehensive differential diagnoses.
- Students will provide health protection, health promotion, disease prevention interventions, and treatment strategies to improve or maintain optimum health for all family members.
- Students will treat common acute and chronic physical and mental illnesses, and common injuries, in people of all ages to minimize the development of complications, and promote function and quality of living.
- Students will practice lawfully based on the state's Nurse Practice Act, which includes the methodology of practice (California students: specifically standardized procedures and furnishing number).

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introduction, 1 Total Credit

HCS 504 .... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Theory, 3 Total Credits

NUR 513 ~...3 credits
Theoretical Foundations of Practice

Research, 3 Total Credits

NUR 518 ~...3 credits
Analysis of Research Reports

Pharmacology, 3 Total Credits

HCS 507 ~...3 credits
Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits

HCS 510 ~...4 credits
Advanced Pathophysiology

Role, 3 Total Credits

NRP 505 ~ ....3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits

NRP 516 ~ ....4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits

NRP 552 ~ ....2 credits
Clinical Procedures
NRP 566 ~ ....4 credits
Preceptorship

Leadership, 3 Total Credits

NUR 550 ~...3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits

NRP 540 ~ ....5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits

NRP 545A ~ ....4 credits
Adult and Geriatric Management
NRP 545B ~..4 credits
Adult and Geriatric Management

Women's Health, 4 Total Credits

NRP 560 ~ ....4 credits
Management of Women's Health Issues

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/FNP

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- FNP Program Manager's signature on the applicant's Program Eligibility Verification letter, transcripts, and resume. Evidence that these requirements have been met must be uploaded to the student's record along with the Program Eligibility Verification letter.
  - Equivalent grade of "B-" or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy and Physiology, Pharmacology, Pathophysiology and Microbiology.
  - A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one year experience (from the two years clinical based RN experience), in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER), or comparable experience. The remaining year can be fulfilled with health care experience.

- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Signed Professional Non-Academic Requirement form
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Enrollment Agreements signed 7/1/2016 or later, signed Clinical Assurance Statement form

Academic Progression Requirements for the MSN/FNP

- Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade.
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR443 and NUR 440 with a "B" or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, NUR 550, NRP 516, HCS 510 and HCS 507.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues and may not be taken concurrently with any other course. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 516, NRP 545A, NRP 545B, NRP 540, NRP 560 and NRP 566.
- Following completion of the clinical courses NRP 516, NRP 545A, NRP 545B, NRP 540 and NRP 560, students may progress to NRP 566 Preceptorship.
- The verification of the background check must be completed by the end of HCS 510.

Minimum Grade Requirements for the MSN/FNP

- If students do not pass the bridge courses NUR 403, NUR 443 and NUR 440 with a "B" or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed one attempt to repeat each class once. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal.
- All students are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Degree Requirements for the MSN/FNP
- Completion of a minimum of 47 credits (56 credits for MSN/FNP bridge).
- A minimum program grade point average (GPA) of 3.0.
  Grades earned in MSN/FNP bridge courses are calculated in the MSN/FNP grade point average (GPA).
- Satisfactory completion of NRP 566 Preceptorship
- The diploma awarded for this program will read as:
      Master of Science in Nursing
      Family Nurse Practitioner

Residency Requirements and Course Waivers for the MSN/FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 38 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study upon review by the Dean of Nursing via the Student Appeals Center (SAC).

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504 and NRP 566

Re-entry for the MSN/FNP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:
- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student wishes to return to a prior program version.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

COLLEGE OF EDUCATION (Southern California)

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  -or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  -or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

  -or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  -or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- A signed New Student Checklist may be required.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Bachelor of Science in Liberal Studies (California)

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The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsls.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student's responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA ~ ....0 credits
Orientation to Teacher Education

Introductory Course, 3 total credits

GEN 201 (A Track)...3 credits
Foundations for University Success
GEN 127 (B Track) ....3 credits
University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA ....3 credits
Foundations of Education

Education Models & Theories, 6 total credits

EDU 311CA ~ ....3 credits
Models and Theories of Instruction
EDU 321CA..3 credits
Classroom Management

Human Development, 3 total credits

EDU 305CA ~ ....3 credits
Child Development

Reading, 3 total credits

RDG 420CA ....3 credits
Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits

SPE 300CA ....3 credits
Orientation to the Exceptional Child
ELL 300...3 credits
Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits

EED 436CA ....3 credits
Elementary Methods: Social Science and Fine Arts
EED 438CA ....3 credits
Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:
EED 498CA ~...4 credits
Elementary Student Teaching, Seminar I
EED 499CA ~...4 credits
Elementary Student Teaching, Seminar II
Students with no prior completion of a TPA course as of 1/1/2018 and later:
EED 491CA ~...4 credits
Elementary Clinical Practice A
EED 492CA ~...4 credits
Elementary Clinical Practice B

TPA, 2 total credits

Students who began TPA 001 prior to 1/1/2018:
TPA 001 ~..1 credit
Subject Specific Pedagogy
TPA 002 ~..1 credit
Designing Instruction
Students with no prior completion of a TPA course as of 1/1/2018 and later:
TPA 100 ~..1 credit
TPA Planning and Instruction

TPA 200 ~ ....1 credit
TPA Instruction and Assessment
The University reserves the right to modify the required course of Study.

General Information for the BSLS
- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in the Accelerated Pathway (A Track) or standard pathway (B Track).
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSLS
All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Verification of negative TB test results, or other approved TB clearance documentation.
- A receipt of the Request for Certificate of Clearance or Verification of Certificate of Clearance or other approved Certificate of Clearance documents.
- A signed New Student Checklist:
- Students who reside outside of the state of California are not eligible to apply.
- Signed Enrollment/Disclosure Agreement
- For students with an Enrollment Agreement signed prior to 1/1/2018: a signed CalTPA Code of Honor
- Completion of any state-specific required documents or forms

- Students transferring to University of Phoenix on or after July 1, 2015, with a California completed Associate of Arts or Associate of Science transfer degree in Elementary or Early Childhood Education will be considered as satisfying a 60 credit block of courses within the program. To earn the Bachelor of Science in Liberal Studies degree, students must:
  - Successfully complete a minimum of 61 credits at University of Phoenix.
  - Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies

Candidacy Status for the BSLS
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 University of Phoenix credits from the Required Course of Study (Core) of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2
- Demonstration of basic skills proficiency (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS
- Completion of a minimum of 121 credits that include the following distribution:
  - A minimum of 43 upper division credits.
  - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Completion of Teacher Performance Assessment
  - Candidates who have successfully completed TPA 001 prior to 1/1/2018 will continue to complete CalTPA 1-4.
- Satisfactory completion of student teaching.
- Complete courses within the sequence specified by course prerequisite requirements.

- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

- Students placed in the Accelerated Pathway (A Track) are required to successfully complete GEN 201 followed by HUM 115 prior to proceeding into additional coursework in their programs.
- Standard pathway (B Track) students must satisfy all three (3) courses from the standard pathway prior to enrolling in any other course: GEN 127, HUM 115, ENG 147
- Accelerated Pathway (A Track) students have the option to satisfy HUM 115 by meeting one of the following criteria:
  - Transfer a regionally accredited Associate of Arts degree from a community college, or higher degree from a regionally or approved nationally accredited institution.
  - Transfer to UoPX with an Associate's Degree, or higher, from an articulated institution where the Program Transfer Guide requirements do not mandate completion of a critical thinking course.
  - Transfer a Critical Thinking course.
  - Previous completion of an Associate of Arts or higher degree from UOPX.
  - Previous completion of a Critical Thinking course with UOPX
- Accelerated Pathway (A Track) students may not enroll in GEN 127 or ENG 147 to satisfy programmatic prerequisites, general education or elective requirements.
- Concurrent enrollment is prohibited during any of the following courses: GEN 201, GEN 127, ENG 147, or HUM 115.
- Continuously enrolled students in an approved entry point course should not execute a program or version change until completion of the entry point course to determine if the pathway diagnostic is required based on the outcome of the course.
- Students who have successfully completed an approved entry point course in a degree program and are re-entry or executing a program change will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track).
- Students who previously completed an approved entry point course are not required to take GEN 127 or GEN 201.
- Students may not complete any of the following courses via Directed Study: GEN 201, GEN 127, ENG 147, or HUM 115.
- With the exception of ENG 147, GEN 127, GEN 201, and HUM 115, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - National Testing Programs, and
  - ACE evaluated Military credits.

- Satisfy University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program (R1, R2, E1).

- Students have the following options to fulfill proficiency:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
    - Completed within ten years of enrollment (5 years School of Nursing)
    - Grade of C- or better (or academic equivalent)
    - At least 2 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.
- Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's re-entry policy.
- Candidates must provide verification of the following prior to beginning student teaching. Candidates must provide:
  - Verification of content knowledge mastery prior to student teaching (CSET content exam)
  - Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
  - Candidates who have successfully completed TPA/001 prior to 1/1/2018: Passing score on CalTPA 1 (Subject- Specific Pedagogy) and CalTPA 2 (Designing Instruction)
  - Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
  - Verification of the completion of 100 hours of field experience.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
  - All students must complete GEN 201 or GEN 127 and BSLS 101CA as the first two courses at the University.
  - BSLS students are not required to enroll in the First-Year Sequence.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
- A candidate must earn a grade of "C" or better in the following course. Grades of "I" and "C-" are not accepted: HIS 110CA.

Minimum Grade Requirements for the BSLS
- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: EED 498CA, EED 499CA, EED 491CA, EED 492CA
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.

- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 498CA, EED 499CA, GEN 127, GEN 201

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

BSLS Orientation, 0 credits
Must include: BSLS 101CA, Orientation to Liberal Studies in Education

English/Language Arts, 21 credits
Must include the following:
Must include HUM 115
B Track must include ENG 147
6 credits in Writing (RDG 201CA)
3 credits in Communication
3 credits in Linguistics
3 credits in American Literature
3 credits in Reading

Mathematics, 12 credits
Must include: MTH 213CA & MTH 214CA
Effective for Enrollment Agreements sign 6/1/2016 or later, must include
6 credits of quantitative reasoning or higher

Physical/Biological Science, 12 credits
Must include the following:
3 credits in Physics
3 credits in Biology
3 credits in Chemistry
3 credits in Earth Science
(recommended to include two lab sciences)

Social Studies, 15 credits
Must include the following:
6 credits in World History
3 credits in CA History (HIS 305CA)
6 credits in U.S. History (HIS 110CA)

Fine Arts, 9 credits
Must include: ARTS 100CA, ARTS 230CA, and ARTS 340CA

Humanities, 6 credits
Must include: HUM 375CA and PHL 310CA

Health/Physical Education, 6 credits
Must include the following:
3 credits in Health/PE (HPE 170CA)
3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate

for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student's degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc,.) and must be completed at University of Phoenix: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.

- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
- Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

    -Students may request an exemption from this policy when dealing with issues related to family crisis, medical

necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Re-entry for the BSLS

Re-entry students who have successfully completed an approved entry point course in a degree program will not be required to complete the pathway diagnostic and will be placed in the Accelerated Pathway (A Track). They will not be required to enroll in the standard pathway (B Track) courses.

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking more than student teaching, internship or practicum and meet the following criteria are eligible for reentry into their current program version.

- Met Level 2 Candidacy
- Have 60 or more applied credits
- The ability to satisfy all program requirements within their original program completion deadline

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).
- Candidates must provide proof of certification in cardio pulmonary resuscitation (CPR).
- Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy
- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program
  TPA 1 and TPA2 = 3 attempts
  TPA 3 and TPA4 = 2 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

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PROFESSIONAL PROGRAMS
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CREDIT-BEARING CERTIFICATE PROGRAMS
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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements
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All applicants are expected to meet the following admission requirements:
- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies

- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

The established "normal time" to complete a certificate program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 25 to 64 weeks, Health Services Administration - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 46 weeks, Humanities & Sciences - 24 to 40 weeks, Information Systems & Technology - 30 to 40 weeks, Business - 27 to 36 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - UNDERGRADUATE
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Small Business Management and Entrepreneurship Certificate (Undergraduate)
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The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Small Business Management and Entrepreneurship certificate provides students with an understanding of small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-sbe.

Required Course of Study for the CERT/SBE
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .... 3 credits
Organizational Behavior for Managers
MGT 401 .... 3 credits
The Small Business: Structure, Planning and Funding
MGT 465 ~ .... 3 credits
Small Business and Entrepreneurial Planning
Students must choose 3 of the following:
OI 370 ~ .... 3 credits
Innovation for the 21st Century
LDR 300 ~ .... 3 credits
Innovative Leadership
MGT 418 ~ .... 3 credits
Evaluating New Business Opportunities
MKT 431 ~ .... 3 credits
Small Business Marketing
FIN 375 ~ .... 3 credits
Financial Management in the Small Business
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/SBE
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/SBE
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE
- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

- The following course may not be waived: MGT 465

Re-entry for the CERT/SBE

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization's operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization's operations management division.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ops.

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

ISCOM 305 ....3 credits
Systems Operations Management
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
ISCOM 374 ....3 credits
Integrated Logistics Management
Students must choose 3 of the following:
BIS 375 ~ ....3 credits
Supply Chain Information Management in Online Environments
ISCOM 361 ~...3 credits
Purchasing and Procurement
ISCOM 383 ~...3 credits
Global Value Chain Management
ISCOM 386 ~...3 credits
Service Operations Management
ISCOM 472 ~...3 credits
Lean Enterprise

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.

- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: ISCOM 374

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mkt.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.. 3 credits
Marketing
MKT 435 ~ .... 3 credits
Consumer Behavior
MKT 498 ~ .... 3 credits
Integrated Marketing Strategies
Students must choose 3 of the following:
BRM 353 ~ .... 3 credits
Product and Brand Management
MKT 411 ~ .... 3 credits
Green Marketing
MKT 438 ~ .... 3 credits
Public Relations
MKT 441 ~ .... 3 credits
Marketing Research
MKT 444 ~ .... 3 credits
Hospitality Marketing
MKT 440 ~ .... 3 credits
Fundamentals of Digital Marketing
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MKT 498

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-hrm.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 .... 3 credits
Fundamentals of Human Resource Management
MGT 434 ~ .... 3 credits
Employment Law
HRM 324 ~ .... 3 credits
Total Compensation
HRM 420 ~ .... 3 credits
Human Resource Risk Management
HRM 326 ~ .... 3 credits
Employee Development
HRM 498 ~ .... 3 credits
Strategic Human Resource Management and Emerging Issues
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: HRM 498

Re-entry for the CERT/HRM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mgt.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
MGT 498 ~ ....3 credits
Strategic Management
Students must choose 4 of the following:
ACC 400 ~ ....3 credits
Accounting for Decision Making
BRM 353 ~ ....3 credits
Product and Brand Management
CPMGT 300 ~ ....3 credits
Project Management
FIN 419 ~ ....3 credits
Finance for Decision Making
HM 370 ~ ....3 credits
Hospitality Management
HRM 300 ~ ....3 credits
Fundamentals of Human Resource Management
HRM 326 ~ ....3 credits
Employee Development
ISCOM 305 ~ ....3 credits
Systems Operations Management
ISCOM 370 ~ ....3 credits
Strategic Supply Chain Management
LDR 300 ~ ....3 credits
Innovative Leadership
MGT 317 ~ ....3 credits
Critical Skills in Management
MGT 411 ~ ....3 credits
Innovative and Creative Business Thinking
MGT 418 ~ ....3 credits
Evaluating New Business Opportunities
MGT 420 ~ ....3 credits
Managing Quality in the Supply Chain
MGT 426 ~ ....3 credits
Managing Change in the Workplace
MKT 445 ~ ....3 credits
Sales, Tools and Strategies
MKT 448 ~ ....3 credits
Web Analytics for Digital Marketing
OI 370 ~ ....3 credits
Innovation for the 21st Century
MGT 445 ~ ....3 credits
Organizational Negotiations
MUS 320 ....3 credits
The Music Business Today

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MGT 498

Re-entry for the CERT/MGT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-pm.

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
CPMGT 300 ....3 credits
Project Management
CPMGT 301 ~ ....3 credits
Strategic Portfolio and Project Management
CPMGT 302 ~ ....3 credits
Procurement and Risk Management
CPMGT 303 ~ ....3 credits
Project Estimating and Control Techniques
CPMGT 305 ~ ....3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: CPMGT 305

Re-entry for the CERT/PM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in

a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-finp.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370 .... 3 credits
Finance for Business
FIN 420 ~ .... 3 credits
Personal Financial Planning
FIN 486 ~ .... 3 credits
Strategic Financial Management

Students must choose 3 of the following:
FIN 366 ~ .... 3 credits
Financial Institutions
FIN 402 ~ .... 3 credits
Investment Fundamentals and Portfolio Management
FIN 467 ~ .... 3 credits
Real Estate Investment
FIN 422 ~ .... 3 credits
Retirement and Benefit Planning
FIN 428 ~ .... 3 credits
Insurance for Financial Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

Long Term Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the life span that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ltc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply concepts of long-term care administration within the industry.
- Learners will analyze health and wellness concepts to address the needs of various Long Term Care populations.
- Learners will integrate ethical principles into all aspects of the Long Term Care industry.
- Learners will explain products and services to address the needs of various Long Term Care populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 .... 3 credits
Foundations for General Education and Professional Success
HCS 437 .... 3 credits
Long-term Care Administration
HCS 433 ~ .... 3 credits
Dimensions of Health and the Older Adult
LTC 315 ~.. 3 credits
Alternative Living Environments
LTC 328 ~.. 3 credits
Legal Perspectives in Aging
LTC 310 ~.. 3 credits
Social and Community Related Programs and Services

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as:
  Long Term Care

Residency Requirements and Course Waivers for the LTC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Gerontology Health Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This program is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ghc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will distinguish concepts foundational to gerontology that support the diverse health needs of older adults across the care continuum.
- Learners will appraise, from an administrative perspective, the resources available to older adults to determine these resources' efficacy in supporting the aging process.
- Learners will assess diverse gerontology-focused organizations to identify entrepreneurial/intrapreneurial opportunities to improve health outcomes of older adults.

Required Course of Study for the GHC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 548 ....3 credits
Foundations of Gerontology
HCS 551 ~ ....3 credits
Biological and psychological Aspects of Aging
HCS 557 ~ ....3 credits
Social and Cultural Aspects of Aging
HCS 565 ~ ....3 credits
Organization and Management of Aging Services
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GHC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of one year full-time post- high school work experience.

Certificate Completion Requirements for the GHC

- Completion of a minimum of 12 credits.
- A minimum program grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Gerontology Health Care

Residency Requirements and Course Waivers for the GHC

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 9 credits in the Required Course of Study, must be completed at UOPX.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.

Re-entry for the GHC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Health Management Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is designed to provide a framework in health care management concepts. The courses will provide perspectives related to health care delivery services, health care management and human resources, financial accounting concepts, as well as an introduction to the legal and regulatory aspects in health care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/hm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply basic management concepts and skills to a variety of health care settings.
- Learners will interpret regulatory and compliance requirements in a variety of health care settings.
- Learners will explain financial concepts and accounting principles in a variety health care settings.

Required Course of Study for the HM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200.. 3 credits
Foundations for General Education and Professional Success
HCS 235 ~ .... 3 credits
Health Care Delivery in the United States

Health Management Courses

Students must choose four courses from the following:

HCS 325 ~ .... 3 credits
Health Care Management
HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility

HCS 341 ~...3 credits
Human Resources in Health Care
HCS 405 ~...3 credits
Health Care Financial Accounting
HCS 430 ~...3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 446 ~...3 credits
Facility Planning
HCS 457 ~...3 credits
Public and Community Health
HCS 483 ~...3 credits
Health Care Information Systems

The University reserves the right to modify the required course of study.

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the HM

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the HM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as: Health Management

Residency Requirements and Course Waivers for the HM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the HM

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

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CERTIFICATE PROGRAMS FOR THE SCHOOL OF NURSING

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Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

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Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

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The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational set- tings. Advanced nursing theory and research provide the founda- tion for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concen- trate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/ programs/cert-nad.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles in nursing administration. Upon completion of the certificate program, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Required Course of Study courses must be completed in the order recommended by the University.

NSG 557 .... 3 credits
Organizational Dynamics and Systems Thinking
NSG 577 .... 3 credits
Continuous Quality Monitoring and Outcomes Improvement
NSG 547 .... 3 credits
Human Resources Management
NSG 567 .... 3 credits
Financial Resources Management in Health Care
NSG 516AD ~... 3 credits
Practicum I
NSG 517AD ~... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

* A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

* A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.

* Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  * Guam
  * American Samoa
  * Northern Mariana Islands
  * US Virgin Islands
  * Puerto Rico

* International students who are residents outside of the United States or approved US Territories must meet the following requirements:

- Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - -Be a legal resident of Canada
  - -Be a landed immigrant
  - -Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD
- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD
- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD
- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD
- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NAD
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ned.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Upon completion of the certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531 .... 3 credits
Program and Course Development
NSG 532 .... 3 credits
Innovative Curriculum Design
NSG 533 .... 3 credits
Educational Assessment and Evaluation
NSG 534 .... 3 credits
Facilitating Engaged Learning
NSG 516ED ~ .... 3 credits
Practicum I
NSG 517ED ~ .... 3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED
- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED
- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED
- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/ NED
- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- The courses in this program cannot be waived.

Re-entry for the CERT/NED
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Post Master's Certificate/Family Nurse Practitioner

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.

The Family Nurse Practitioner Post Master's Certificate is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

The Family Nurse Practitioner Post Master's certificate curriculum consists of 41 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/fnp.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number. All general academic policies of the University of Phoenix are applicable.

Introduction, 1 Total Credit

HCS 504 ....1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Pharmacology, 3 Total Credits

HCS 507 ~ +... 3 credits
Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits

HCS 510 ~ +... 4 credits
Advanced Pathophysiology

Role, 3 Total Credits

NRP 505 ~ + ... 3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits

NRP 516 ~ + ... 4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits

NRP 552 ~ + ... 2 credits
Clinical Procedures

NRP 566 ~ + ... 4 credits
Preceptorship

Leadership, 3 Total Credits

NUR 550 ~ +.. 3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits

NRP 540 ~ + ... 5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits

NRP 545A ~ + ... 4 credits
Adult and Geriatric Management

NRP 545B ~ + ... 4 credits
Adult and Geriatric Management

Women's Health, 4 Total Credits

NRP 560 ~ + ... 4 credits
Management of Women's Health Issues

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the FNP

All applicants are expected to meet the following admissions requirements:

- A graduate degree in nursing (MSN or MN) from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- FNP Program Manager's signature on the applicant's Program Eligibility Verification letter, transcripts, and resume. Evidence that these requirements have been met must be uploaded to the student's eXp file along with the Program Eligibility Verification letter.
  - Equivalent grade of "B-" or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy and Physiology, Pharmacology, Pathophysiology and Microbiology.
  - A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one-year experience (from the two years clinical based RN experience), in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER), or comparable experiences. The remaining year can be fulfilled with health care experience.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- A signed Professional Non-Academic Requirement form.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Enrollment Agreements signed 7/1/2016 or later, signed Clinical Assurance Statement form

Additional Academic Progression Requirements for the FNP

- Students in the FNP certificate program are required to earn a minimum grade of "B" in all nurse practitioner courses.
- Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade.
- Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, HCS 507, NRP 516, and HCS 510

- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues and may not be taken concurrently with any other course. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560.
- Following completion of the clinical courses NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560, students may progress to NRP 566 Preceptorship.
- All students must have the following documentation current and in effect by the end of HCS 510 Advanced Pathophysiology and throughout the remainder of the Required Course of Study:
  - Documentation of current medical information including a Hepatitis B immunization or titer (or signed University of Phoenix declination form), negative TB skin test or University of Phoenix TB symptom survey questionnaire, and immunization against measles and Rubella (MMR/MR) and Tetanus/Diphtheria (TD).
  - Current Basic Cardiac Life Support certification (BCLS).
  - Completed and verified negative criminal background check.
  - Practice lab participation release form.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Minimum Grade Requirements for the FNP

- Students in the FNP certificate program are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement

- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Certificate Requirements for the FNP

- A minimum of 41 graduate credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
- The certificate awarded for this program will read as: Family Nurse Practitioner

Residency Requirements and Course Waivers for the FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 26 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from the Required Course of Study based upon review of previous nurse practitioner coursework or equivalent by the Dean of Nursing via the Student Appeals Center (SAC).

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, NRP 566

Re-entry for the FNP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Advanced Software Developer Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Advanced Software Developer Certificate concentrates on principles of software application development. This certificate explores modern software development though the use of multiple modern application programming languages as well as mobile programming and software architecture principles. This program helps preparation for industry certifications such as the C++ Certified Professional Programmer, Oracle Certified Professional JAVA SE Associate and Professional Programmer (OCP) and Microsoft C# and VB certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-asd.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain and apply fundamentals of software application development.
- Students will be able to apply concepts learned toward industry certifications.

Program Category Requirements and Prerequisites for the CERT/ASD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Software Developer, 18 total credits

BSA 385 .... 3 credits
Intro to Software Engineering

CSS 422 .... 3 credits
Software Architecture
POS 408 .... 3 credits
.NET I
POS 409 .... 3 credits
.NET II
PRG 410 .... 3 credits
C++ Programming I
PRG 420 .... 3 credits
Java Programming I
PRG 421 ~ .... 3 credits
Java Programming II

The University reserves the right to modify the required course of study.

General Information for the CERT/ASD

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ASD

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ASD

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Software Developer (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ASD

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-entry for the CERT/ASD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Networking Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Advanced Networking Certificate is designed to provide complete coverage of networking topics including the OSI model, network topologies, network protocols, network operating systems, as well as network architecture, network design and management. Comprehensive coverage of local area, wide area, and wireless networks including performance and service levels are addressed in this concentration. This certificate also provides an exposure to network modeling and measuring of network performance.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-an.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply fundamentals of networking.
- Students will be able to design and administer Windows Server infrastructure.

Program Category Requirements for the CERT/AN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Networking, 18 total credits

NTC 320 ....3 credits
Network Design Associate
NTC 324..3 credits
Windows Server Configuration
NTC 326..3 credits
Administering Windows Server
NTC 328..3 credits
Advanced Windows Services

NTC 362 .... 3 credits
Fundamentals of Networking
NTC 409 .... 3 credits
Global Network Architecture and Design
POS 433 .... 3 credits
UNIX Networking
NTC 340 ~ .... 3 credits
Desktop Virtualization
NTC 345 ~ .... 3 credits
Cloud Virtualization
NTC 350 .... 3 credits
Data Center Virtualization
NTC 412 ~ .... 3 credits
Data Center Virtualization Administration
NTC 414 ~ .... 3 credits
Data Center Virtualization Design
NTC 300 .... 3 credits
Cloud Technologies
NTC 302 .... 3 credits
Network Web Services

The University reserves the right to modify the required course of study.

General Information for the CERT/AN

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/AN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/AN

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Networking (Undergraduate)

Residency Requirements and Course Waivers for the CERT/AN

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-entry for the CERT/AN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Cyber Security Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Graduate Cyber Security certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts; Financial Accounting; IS Auditing Processes; IT Governance and Management; Acquisition, Development, and Support of IS, and Information Assets Protection. Courses in this certificate can be used to help prepare for ISACA industry certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-cs.

Program Category Requirements for the CERT/G-CS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select Eighteen (18) Credits

ACC 537 ....3 credits
Financial Accounting
BSA 505..3 credits
IS Auditing Processes
BSA 510..3 credits
IT Governance and Management
BSA 515..3 credits
Acquisition, Development and Implementation of IS
BSA 520..3 credits
Operations, Maintenance and Support of IS
BSA 525..3 credits
Information Assets Protection
CIS 568..3 credits
Information Systems Concepts

The University reserves the right to modify the required course of study.

General Information for the CERT/G-CS

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-CS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-CS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Cyber Security

Residency Requirements and Course Waivers for the CERT/G-CS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better;
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-CS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Business Analytics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Master of Information Systems and must be completed via the Online modality.

The Graduate Business Analytics Certificate is designed to provide specific theories, competencies, and skills necessary for success in the field of Business Analytics. This certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts, Database Management, Statistics, IT Architecture, Data Relationship Management, Customer Relationship Management, Analytic Programming and Statistical Business Analytics. Courses in this certificate can be used to help prepare for Oracle and SAS industry certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-ba

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to develop and plan for the maintenance of databases for storage of business data and use in business analytics.
- Students will be able to retrieve and analyze data using appropriate statistical operations for use in decision making within an organization.

Required Course of Study for the CERT/G-BA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select 18 credits from the following course selections:

BSA 530 .... 3 credits
IT Architecture
BSA 540 .... 3 credits
Data Relationship Management
BSA 550 .... 3 credits
Customer Relationship Management
BSA 570 .... 3 credits
Analytic Programming
BSA 580 .... 3 credits
Statistical Business Analytics
CIS 568 .... 3 credits
Information Systems Concepts
DBM 502 .... 3 credits
Database Management
MTH 540 .... 3 credits
Statistics

The University reserves the right to modify the required course of study.

General Information for the CERT/G-BA

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-BA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-BA

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Business Analytics

Residency Requirements and Course Waivers for the CERT/G-BA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;

- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better,

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-BA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)

- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)

- Call Center Industry Advisory Council (CIAC)

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TUITION AND FEES - GROUND CLASSROOM RATES
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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	$698.00	$465.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$390.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs below)	$698.00	$475.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$390.00	N/A	N/A
CERT/CTEL Program	$175.00	$175.00	N/A	N/A
Non-Degree Single Courses (Undergraduate Level)	$398.00	$250.00	$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates ¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions ¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program ¤

d) Continuing Students in any MSC program ¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Southern California)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BS/EVS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/EVS (Level 300 and Level 400)	$ 450.00	$ 450.00	$ 540.00
BS/HIS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 410.00
BS/HIS (Level 300 and Level 400)	$ 435.00	$ 435.00	$ 435.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00	$ 540.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00	$ 560.00
BS/P (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BS/P (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSACC (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSACC (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSB (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSB (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSCJA (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSHA (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHA (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
BSHS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSHS (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
BSIT (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSIT (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
BSLS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSLS (Level 300 and Level 400)	$ 420.00	$ 420.00	$ 420.00
BSM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
BSM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
BSN (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSN (Level 300 and Level 400)	$ 510.00	$ 510.00	$ 510.00
BSED (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
BSED (Level 300 and Level 400)	$ 420.00	$ 420.00	$ 540.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	$ 275.00	$ 275.00	$ 275.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
EMC (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
EMC (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
HM (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
HM (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
LTC (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
LTC (Level 300 and Level 400)	$ 635.00	$ 635.00	$ 560.00
CERT/MKT (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/MKT (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
CERT/SBE (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/SBE (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
CERT/ADD (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/ADD (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/FCS (Level 100 and Level 200)	$ 410.00	$ 410.00	$ 440.00
CERT/FCS (Level 300 and Level 400)	$ 540.00	$ 540.00	$ 540.00
CERT/HRM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/HRM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
CERT/PM (Level 100 and Level 200)	$ 415.00	$ 410.00	$ 440.00
CERT/PM (Level 300 and Level 400)	$ 415.00	$ 635.00	$ 560.00
CERT/VC (Level 100 and Level 200)	$ 300.00	$ 300.00	$ 300.00
CERT/VC (Level 300 and Level 400)	$ 300.00	$ 300.00	$ 300.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (Southern California)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
FNP	$ 630.00	$ 630.00	$ 630.00
MAED	$ 540.00	$ 540.00	$ 585.00
MBA	$ 740.00	$ 740.00	$ 700.00
MHA	$ 740.00	$ 740.00	$ 700.00
MM	$ 740.00	$ 740.00	$ 700.00
MS/AJS	$ 740.00	$ 740.00	$ 700.00
MSC	$ 635.00	$ 635.00	$ 635.00
MSN	$ 595.00	$ 595.00	$ 630.00
MSP	$ 740.00	$ 740.00	$ 635.00
ASC	$ 540.00	$ 540.00	$ 585.00
CERT/CTEL	$ 175.00	$ 175.00	$ 175.00
CERT/MLFC	$ 635.00	$ 635.00	$ 635.00
GHC	$ 595.00	$ 595.00	$ 630.00
MIS	$ 740.00	$ 740.00	$ 700.00
MPA	$ 740.00	$ 740.00	$ 700.00
MSA	$ 740.00	$ 740.00	$ 700.00
NHCE	$ 595.00	$ 595.00	$ 630.00
CERT/G-BA	$ 740.00	$ 740.00	$ 700.00
CERT/G-ISM	$ 740.00	$ 740.00	$ 700.00
G-HRM	$ 740.00	$ 740.00	$ 700.00
CERT/NED	$ 595.00	$ 595.00	$ 630.00
CERT/NAD	$ 595.00	$ 595.00	$ 630.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

FEES (Southern California)

Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		
Certificate of Clearance	$ 132.50 - $162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	$ 0.00 - $50.00	
CBEST Examination	$ 41.00 - $102.00	
CSET Examination	$ 99.00 - $134.00	
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
Resource Fees+ (if applicable)		Due in accordance with the payment option chosen in Financial Options Guide.
Undergraduate	$ 170.00	
Graduate	$ 195.00	
CLEP®/DSST Examination++		Upon notification
Student Exam Fees	$ 20.00	
Military Exam Fees	$ 0.00	
Prior Learning Assessment Fees		If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Portfolio Submission Fee	$ 150.00	
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 502	$ 150.00	
CNSL 556	$ 150.00	
SCHC 556	$ 150.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00	Upon request.
Transcript Rush	$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)
+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

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TUITION AND FEES - ONLINE RATES
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Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit' column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor Degree Programs	$398.00	$250.00	$350.00	$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$575.00	N/A	N/A
MSC programs	$698.00	$550.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	$398.00	$250.00	$350.00	N/A
CCNA (students in CERT/CCNA see Bachelor Degree programs rates above)	$290.00	$250.00	N/A	N/A
CERT/APLUS	$290.00	$250.00	N/A	N/A
NETPLUS	$290.00	$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All School of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$475.00	N/A	N/A
CERT/CTEL Program *(For CA residents only)*	$175.00	$175.00	N/A	N/A
CERT/T2T-E Program	$280.00	$280.00	N/A	N/A
CERT/T2T-S Program	$280.00	$280.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/ECH Program	$400.00	$400.00	N/A	N/A
CERT/ALT-E Program (*For FL residents only*)	$275.00	$275.00	N/A	N/A
CERT/ALT-S Program (*For FL residents only*)	$275.00	$275.00	N/A	N/A
CERT/SPE	$540.00	$475.00	N/A	N/A
Doctoral	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level	$398.00	$250.00	$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates¤

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions¤

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program¤

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another regionally accredited institution (or nationally accredited nursing program), or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

¤**The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.**

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Credit Recognition Program	$ 250.00	$ 250.00
Associates	$ 410.00	$ 410.00
School of Business (Level 100 and Level 200)	$ 415.00	$ 410.00
School of Business (Level 300 and Level 400)	$ 415.00	$ 635.00
School of Nursing (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Nursing (Level 300 and Level 400)	$ 510.00	$ 510.00
School of Health Services Administration (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Health Services Administration Level 300 and Level 400)	$ 635.00	$ 635.00
College of Education (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Education (Level 300 and Level 400)	$ 420.00	$ 420.00
College of Humanities and Sciences (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Humanities and Sciences (Level 300 and Level 400)	$ 630.00	$ 630.00
Please note that there are exceptions to the general college rate as listed below.		
BSEVS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSEVS (Level 300 and Level 400)	$ 450.00	$ 450.00
BAENG (Level 100 and Level 200)	$ 410.00	$ 410.00
BAENG (Level 300 and Level 400)	$ 450.00	$ 450.00
BSBIO (Level 100 and Level 200)	$ 410.00	$ 410.00
BSBIO (Level 300 and Level 400)	$ 435.00	$ 435.00
BSHST (Level 100 and Level 200)	$ 410.00	$ 410.00
BSHST (Level 300 and Level 400)	$ 435.00	$ 435.00
BS/COM (Level 100 and Level 200)	$ 415.00	$ 410.00
BS/COM (Level 300 and Level 400)	$ 415.00	$ 630.00
CERT/MS	$ 415.00	$ 630.00
BSP (Level 100 and Level 200)	$ 410.00	$ 410.00
BSP (Level 300 and Level 400)	$ 585.00	$ 585.00
BSCPSS (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCPSS (Level 300 and Level 400)	$ 610.00	$ 610.00
BSCJA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSCJA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSPA (Level 100 and Level 200)	$ 410.00	$ 410.00
BSPA (Level 300 and Level 400)	$ 610.00	$ 610.00
BSIOP (Level 100 and Level 200)	$ 415.00	$ 415.00
BSIOP (Level 300 and Level 400)	$ 415.00	$ 415.00
BSAP/MT (Level 100 and Level 200)	$ 415.00	$ 415.00
BSAP/MT (Level 300 and Level 400)	$ 415.00	$ 415.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Information Systems and Technology (Level 100 and Level 200)	$ 410.00	$ 410.00
College of Information Systems and Technology (Level 300 and Level 400)	$ 635.00	$ 635.00
Please note that there are exceptions to the general college rate as listed below. CCNA *(students in CERT/CCNA see College of IS&T rates)*	$ 290.00	$ 290.00
CERT/APLUS	$ 290.00	$ 290.00
NETPLUS	$ 290.00	$ 290.00
BSSEC (Level 100 and Level 200)	$ 410.00	$ 410.00
BSSEC (Level 300 and Level 400)	$ 610.00	$ 610.00
BS/OSM (Level 100 and Level 200)	$ 410.00	$ 410.00
BS/OSM (Level 300 and Level 400)	$ 610.00	$ 610.00
Continuing Education for Educators	$ 175.00	$ 175.00
School of Continuing Education (Level 100 and Level 200)	$ 410.00	$ 410.00
School of Continuing Education (Level 300 and Level 400)	$ 635.00	$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	$ 280.00	$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
School of Business	$ 740.00	$ 740.00
School of Nursing	$ 595.00	$ 595.00
School of Health Services Administration *Please note that there are exceptions to the general college rate as listed below.*	$ 740.00	$ 740.00
NHCE	$ 595.00	$ 595.00
HCI	$ 595.00	$ 595.00
College of Information Systems and Technology	$ 740.00	$ 740.00
College of Education	$ 540.00	$ 540.00
Please note that there are exceptions to the general college rate as listed below.		
CERT/T2T-E	$ 280.00	$ 280.00
CERT/T2T-S	$ 280.00	$ 280.00
CERT/ECH	$ 400.00	$ 400.00
CERT/CTEL *(For CA residents only)*	$ 175.00	$ 175.00
CERT/ALT-E *(FL residents only)*	$ 275.00	$ 275.00
CERT/ALT-S *(FL residents only)*	$ 275.00	$ 275.00
College of Humanities and Sciences	$ 740.00	$ 740.00
School of Advanced Studies	$ 810.00	$ 810.00
School of Continuing Education	$ 740.00	$ 740.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

FEES (Online)

Type of Fee	Amount*	When Due
Admission Application Fee (applicable to graduate level certificate applications only)	$ 45.00	At time of application.
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on January 1, 2015, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	Upon notification.
Directed Study Administrative Charge (non–refundable)	$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs		
Certificate of Clearance TB Test CBEST Examination CSET Examination	$ 132.50 - $162.50 $ 0.00 - $50.00 $ 41.00 - $102.00 $ 99.00 - $134.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Portfolio Examination Fee	$ 300.00	Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
School of Advanced Studies IBM®SPSS® Statistics Software Fee (applicable to select courses in School of Advanced Studies programs)	$ 50.00	When course is scheduled
Resource Fees+ (if applicable) Undergraduate Graduate Doctoral Continuing Education for Educators DCE	 $ 170.00 $ 195.00 $ 205.00 $ 75.00 $ 25.00	Due in accordance with the payment option chosen in Financial Options Guide.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

Type of Fee	Amount*	When Due
CLEP®/DSST Examination++ Student Exam Fees	$ 20.00	Upon notification.
Prior Learning Assessment Fees Portfolio Submission Fee	 $ 150.00	If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.
Per Assessed Credit Fee	$ 75.00	All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Check Return Fee	$ 25.00	Upon notification.
Late Payment Fee	$ 25.00	Upon notification.
Diploma Rush Duplicate Diploma Duplicate Certificate Transcript Transcript Rush	$ 45.00 $ 30.00 $ 15.00 $ 15.00 $ 30.00	Upon request. Upon request. Upon request. Upon request. Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP®or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP®and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FACILITIES

Arizona Locations

Phoenix Campus

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4025)

4025 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Phoenix Campus (4045)

4045 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Learning Center

9520 West Palm Lane,
Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus

800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

California Locations

Bay Area Campus

3590 N. First Street
San Jose, CA 95134-1805
800 266-2107

Livermore Learning Center

2481 Consitution Drive
Livermore, CA 94551-7573
925 273-8100

Oakland Learning Center

2100 Franklin Street
Oakland, CA 94612-3096
800 266-2107

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Modesto Learning Center - Salida

5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

San Marcos Learning Center

300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Campus Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Learning Center

451 E Vanderbilt Way
Suite 100
San Bernardino, CA 92408-3610
800 888-1968

Southern California II Learning Center

3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Learning Center

5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations

Colorado Campus - Lone Tree

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown

2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Florida Locations

Central Florida Main Campus

8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

West Florida Learning Center

12802 Tampa Oaks Boulevard
Suite 150
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus

4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

South Florida Main Campus

2400 SW 145th Avenue
Miramar, FL 33027-4145

Georgia Locations

Atlanta Main Campus

859 Mount Vernon Hwy NE
Atlanta, GA 30328

Augusta Campus

3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000

Columbus Georgia Campus

7200 North Lake Drive
Columbus, GA 31909
706 320-1266

Hawaii Locations

Hawaii Campus

745 Fort Street
Suite 2000
Honolulu, HI 96813-3800
808 536-2686

Hawaii Main Campus

949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686

Illinois Locations

Chicago Campus

203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Michigan Locations

Detroit Main Campus

26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 638-7279

New Jersey Locations

Jersey City Campus

100 Town Square Place
Jersey City, NJ 07310-1756
201 610-1408

Jersey City Student Resource Center

88 Town Square Place
Jersey City, NJ 07310-2772

New Mexico Locations

New Mexico Campus

5700 Pasadena Ave NE
Albuquerque, NM 87113-1570
505 821-4800

Santa Teresa Learning Center

1268 Country Club Road
Santa Teresa, NM 88008-9725
575 874-4600

North Carolina Locations

Charlotte Campus

3800 Arco Corporate Drive
Charlotte, NC 28273-3409
704 504-5409

Charlotte North Learning Center

10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Pennsylvania Locations

Philadelphia Main Campus

30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000

Tennessee Locations

Memphis Campus

65 Germantown Court
Cordova, TN 38018-7290
901 751-1086

Nashville Campus

616 Marriott Drive
Nashville, TN 37214-5048
615 872-0188

Texas Locations

Killeen Learning Center

902 West Central Texas Expy
Suite 300
Killeen, TX 76541-2566
254 501-6950

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Resource Center at Arlington Highlands

3900 Arlington Highlands Boulevard
Suite 237
Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

El Paso Campus

11820 Miriam Drive
El Paso TX 79936
Phone: (915) 599-5900

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

Woodlands Learning Center

24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

San Antonio Campus

8200 IH-10 West
Suite 1000
San Antonio, TX 78230-3876
210 524-2100
800 697-8223

Utah Locations

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

Virginia Locations

Virginia Beach Main Campus

4636 Columbus Street
Virginia Beach, VA 23462-7782
757 493-6300

Arlington Learning Center

1800 South Bell Street
Suite 100
Arlington, VA 22202-3546
571 227-7075
703 416-2582 FAX

Washington Locations

Western Washington Campus

7100 Fort Dent Way
Suite 100
Tukwila, WA 98188-8553
425 572-1600

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COLLEGE OF HUMANITIES AND SCIENCES

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Communication
- English
- Humanities; History
- Mathematics
- Sciences
- Counseling
- Human Services
- Psychology

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Kevin Wilhelmsen, PHD

Dean of Faculty

Brent Duncan, PHD

Dean of Operations

Nathan Jones
Bob Eoff, MAED

Assistant Dean of Operations

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Joseph Aranyosi, MFA

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Cleveland

Stephen Quick, DBA

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Clara Segarra-Roman, DBA

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning

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Gonzales, Larry, MBA
The University of Dallas

Goodin, James, DPA
University of La Verne

Goodman, Jean, MBA
Loyola Marymount
University

Goodstone, Geraldine, DBA
Argosy University - Los
Angeles

Grauer, Robert, DM
University of Phoenix

Green, Donald, MS
University of Illinois at
Chicago

Green, Michael, PHD
Nova Southeastern
University

Green, Virginia, PHD
Capella University

Greene, Daniel, MBA
University of Phoenix

Greene, Rodney, MBA
University of Phoenix

Grondal, Gwenn, PHD
University of California -
Berkeley

Gudea, Sorin, PHD
Claremont Graduate
University

Guzman, Carlos, PHD
Saybrook University

Hammond, David, JD
Southwestern Law School

Harrington, Timothy, MBA
California Lutheran
University

Harris, Felicia, MBA
Golden Gate University

Hart, Barbra, JD
The University of West Los
Angeles

Hartley, Deborah, MBA
University of Phoenix

Hartman, Richard, MBA
California State Polytechnic
University-Pomona

Hayath, Israr, MS
California State University -
Dominguez Hills

Hayes, Chareese, MBA
Kaplan University -
Davenport

Henderson, Bernard, MAOM
University of Phoenix

Henderson, Erin, MS
San Diego State University
Henderson, Gregory, JD
Whittier College
Hernandez, Achristalyn, MS
Brandman University
Herrick, Eric, MBA
Santa Clara University
Hertzler, Christopher, PHD
Mississippi State University
Hinojosa, Andres, MBA
California State University -
Fresno
Hirschel, Henry, DBA
Golden Gate University
Hlaing, Kimberly, MA
Claremont Graduate
University
Hobbs, Vernon, MBA
University of Chicago
Hoffman, Lee, MBA
National University
Holliday, Susan, MAOM
University of Phoenix
House, Thomas, MBA
University of Phoenix
Howard, Gerald, MA
Chapman University
Huber, Maria Ruby, MBA
University of Phoenix
Ibarra, German, MBA
Inter American University of
Puerto Rico Metropolitan
Campus
Inglis, Rob, MBA
Tulane University
Inscore, Tracy, JD
University of the Pacific
Iyengar, Arun, MS
Polytechnic Institute of New
York University
Jadhav, Harshavardhan, MBA
California State University -
East Bay
Jain, Sundeep, MSM
Oakland City University
Jalilizeinali, Sima, MBA
Hofstra University
Jenkins, Jennifer, MA
University of Redlands
Jimenez, Francisco, MBA
University of Phoenix
Johnson, Miesha, MPA
California State University -
Northridge
Johnson, Raymond, MBA
University of Redlands
Johnson, Rita, MA
California State University -

Los Angeles
Johnson, Vaughn, MS
California State University -
Sacramento
Jolley, Susan, MBA
University of Phoenix
Juman, Christopher, MBA
University of Phoenix
Kadevari, Ramana, MBA
University of Redlands
Kadlec, John, MBA
University of California -
Riverside
Kailas, Aravind, PHD
Georgia Institute of
Technology
Kandanchathanpilli, Vinod,
MBA
American Intercontinental
University
Kang, Yusun, JD
Southwestern Law School
Kanouse, Kenneth, JD
Western State University
College of Law
Karp, Steven, MS
Golden Gate University
Keehn, Kelly, MBA
University of Southern
California
Keller, Maria, MBA
Pepperdine University
Keller, Nyle, MBA
University of Phoenix
Kelly, Kathryn, PHD
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University
Kemmer, Kathleen, DBA
Argosy University - Orange
County
Key, Robert, MBA
University of Phoenix
Khan, Farooq, MBA
Western Michigan University
Kheradmand, Fariba, MA
California State University -
East Bay
Kilgore, Donald, MBA
National University
Kim, Michael, PHD
The University of Georgia
Koboldt, Geoffrey, MBA
Pepperdine University
Koch, Kevin, JD
University of La Verne
Krohn, Steven, MBA
California State University -
Sacramento
Kucker, Todd, MBA

Texas A&M University -
College Station
Kuhtz, David, MBA
California State University -
Fresno
Kuniyoshi, Susan, MBA
California State Polytechnic
University-Pomona
Kuntz, David, MBA
University of Phoenix
Lackpour, Matin, EDD
Pepperdine University
Lafond, Marc, PHD
Northcentral University
Land, Jack, MSM
West Coast University -
Shatto
Landesman, Robert, MBA
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Bernard M. Baruch College
Laney, Tanysha, MBA
National University
Larkin, Robert, DBA
University of Phoenix
Lean, Allyn, MSM
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University
Lee, Lily, EDD
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Leli, Louis, EDD
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California
Lendaro, Nancy, JD
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College of Law
Lent, Aaron, JD
California Western School of
Law
Lerner, Mary, JD
San Joaquin College of Law
Letchinger, Gary, JD
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Levitt, Catherine, DBA
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Lindvall, John, MA
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Lockwood, Timothy, PHD
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Loo, Joseph, JD Alliant
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Lopez, Mauricio, MBA
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Loreto, Paul, JD
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Lovitch, Ira, MBA
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Luna, Alex, MAM
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Maier, Joel, MS
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Manassau, Elizabeth, JD
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Martin, Corinne, MBA
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Martin, Gregory, JD
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Martinez, Gerardo, MBA
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Stanislaus
Martinez-Sanchez, Rocio, MBA
University of Redlands
Mason, William, MBA
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Mathews, Dean, MBA
National University
Mathis-Roberts, Shannon,
MAOM
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Mc Guckian, Dennis, MBA
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Mcduffie, Martin, MHRM
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Murphy, Quinton, MBA
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  Diego
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  Institute
O'brien, John, JD
  Michigan State University
Ogunji, Emmanuel, PHD
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Ohanesian, Fredrick, EDD
  Pepperdine University
Okpara, Neruka, DPA
  University of La Verne
Oliai, Kal, MBA
  Azusa Pacific University
Ori, Joseph, MBA
  Depaul University
Oslund, Larry, EDD
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Pacheco, Anthony, MS
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Padgett, Jared, DBA
  Walden University
Page, Wesley, MAOM
  University of Phoenix
Pannu, B. Belle, MBA
  National University
Paramo, Robert, MBA
  University of La Verne
Parker, Charles, PHD
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  University Scripps Ranch
Parker, Craig, JD
  University of The Pacific
Patel, Tarak, MBA
  University of Southern
  California
Pay, Martin, MBA
  University of Phoenix
Payongayong, Noriel, MSCIS
  University of Phoenix
Payton, Matiel, MS
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  Shatto
Pecero, Jose, MBA
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Peer, Leah, JD
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Peterson, Gregory, MS
  National University
Petronis, Kenneth, MAED
  University of Phoenix
Piccillo, Sandra, MBA
  University of Redlands
Pluzdrak, Nancy, EDD

Pepperdine University
Pohle, Diana, PSYD
  Capella University
Pollard, Rachael, MBA
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Polokoff, Elyse, MBA
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Poore, Justin, MBA
  University of La Verne
Powers, Mikal, MS
  University of Phoenix
Price, Donald, MS
  University of San Francisco
Price, Michael, JD
  Santa Clara University
Pugatch, Mark, JD
  Western State University
  College of Law
Qazi, Zohaib, MS
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  Fullerton
Quinn, Andrew, MBA
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  Long Beach
Radcliff, David, MBA
  University of Phoenix
Rahimian, Esmail, MAM
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Raltz, Gene, MBA
  Michigan State University
Ramdas, Rajesh, MBA
  University of Phoenix
Rangwala, Mehul, MBA
  University of California -
  Davis
Ratliff, Donald, MSA
  Central Michigan University
Reed, Mark, JD
  Western State University
  College of Law
Richardson, Kimberley, JD
  Kaplan University -
  Davenport
Risner, Jill, MIT
  American Intercontinental
  University
Robertson, Tony, MBA
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  Bakersfield
Rodriguez, Jimmy, JD
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Rodriguez, Renay Grace, JD
  Western State University
  College of Law
Rodriguez-Padilla, Gioconda,
  MPA
  Keller Grad School of Mgt
Roe, Michael, MS
  Union Institute and

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Romious, Angila, PHD
  University of California -
  Irvine
Rudick, Danny, MBA
  The University of
  Connecticut
Russell, Stephen, MA
  National University
Sachs, Michael, JD
  Western State University
  College of Law
Safaie, Majid, JD
  The University of West Los
  Angeles
SAnderson, Michael, MBA
  University of Phoenix
Sarkany, Lynn, MBA
  Claremont Graduate
  University
Say, Tania, MBA
  National University
Scanlan, Thomas, MBA
  San Diego State University
Scheitrum, Ward, MBA
  California State University -
  Fresno
Schloss, Louann, MBA
  San Diego State University
Schorling, Douglas, JD
  University of California -
  Davis
Schuber, Jerry, MBA
  University of Phoenix
Sealana, Richard, EDD
  University of San Francisco
Sell, Robert, MS
  California State University -
  Fresno
Senecal, Jason, MBA
  University of Redlands
Sevilla, William, MBA
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Shapiro, Charles, MBAPA
  University of La Verne
Sharghi, George, DBA
  Alliant International
  University Scripps Ranch
Sharifzadeh, Mohammad, PHD
  Walden University
Sheaffer, Timothy, JD
  University of The Pacific
Simmons, Michael, MAOM
  University of Phoenix
Sims, Richard, MA
  University of Dayton
Sims, Rodman, MS P
  urdue University
Singh, Amarjit, PHD

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University of London
Slomski, William, MBA
University of Phoenix
Smith, Deran, MPA
California State University -
Bakersfield
Sommers, Carol, PHD
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Soules, David, MS
University of North Texas
Spotswood, Robert, MBA
Pepperdine University
Stack, Ginger, MBA
University of Phoenix
Stapp, Griffen, MBA
University of Phoenix
Starr-Parker, Symone, DM
University of Phoenix
Sternieri, James, MBA
Dowling College
Stevenson, William, MA
John F. Kennedy University
Stocker, John, MA
Webster University
Strickland, Dan, MBA
National University
Suer, Myles, MSBA
University of Southern
California
Sumner, Sara, MBA
University of Phoenix
Swift, Anastacia, MBA
Holy Names University
Taousakis, Michael, MS
Virginia Polytechnic Institute
and State University
Taylor, Marilyn, MBA
University of Phoenix
Taylor, Tom, EDD
Pepperdine University
Telado, Felix, MBA
University of Phoenix
Thiele, Brian, MBA
Golden Gate University
Thomas, Diannah, MA
Fresno Pacific University
Thome, Alissa, MBA
University of La Verne
Thompson, Darrell, MS
National University
Thurman-Bowen, Traci, MA
University of Redlands
Tonkin, Susan, MBA
University of Phoenix
Townsend-Jordan, Constance,
MBA
California State University -
Dominguez Hills
Treeby, Ross, MS

Golden Gate University
Tripodes, Dean, MBA
Claremont Graduate
University
Truongson, Bon-Tai, DM
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Tsai, Albert, MBA
Pepperdine University
Tullai, Jason, MBA
Chaminade University of
Honolulu
Tvorik, Stephen, PHD
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Underwood, John, MBA
The University of Memphis
Vandenberg, Judith, MBA
University of California -
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Vanta, Reynaldo, MBA
University of San Diego
Vianna, Antonio, MM
Northwestern University
Vorsanger, Charles, MS
University of Southern
California
Wadsworth, Gloria, MAOM
University of Phoenix
Waldman, David, PHD
Walden University
Walker, Tina, DM
University of Phoenix
Wallace, Jr., Barnie, PHD
Duke University
Wallace, Steven, PHD
University of California -
Irvine
Walle, Kristin, EDD
Pepperdine University
Wang, Kun, MS
California State University -
Fresno
Washington, Barbara, MA
Pepperdine University
Waters, Marilyn, MBA
University of Phoenix
Watson, Robert, MBA
Indiana University -
Bloomington
Weiss, Diana, JD
John F. Kennedy University
West, Julian, MBA
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Bakersfield
Whaley, Jeremy, MBA
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Whiteman, Linda, MBA
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Wiessner, Gary, MBA
University of La Verne

Wilkinson, Jay, MBA
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Williams, Byron, MCRP
Clemson University
Williams, Cecilia, PHD
Claremont Graduate
University
Williams, Constance, EDD
Fielding Graduate University
Williams, Kari, MBA
National University
Williams, Zeneo, EDD
University of Southern
California
Wilson, Stephen, MBA
University of Southern
California
Wong, Jennie, EDD
Pepperdine University
Woodard, Scott, MBA
California State University -
Stanislaus
Woods, Cynthia, MAOM
University of Phoenix
Woods, Timothy, PHD
Walden University
Woodward, Tricia, JD
California Western School of
Law
Wright, Dale, MBA
California State University -
Dominguez Hills
Wyatt, Amber, MIT
American Public University
System
Xiong, Blong, MBA
National University
Yeager, Michelle, MS
San Diego State University
Yost, John, MBA
Santa Clara University
Young, Stephen, PHD
Walden University
Zambelli, Anthony, JD
National University
Zhang, Hedy, JD
University of Wisconsin -
Madison

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COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
....

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Dennis Bonilla, MBA
Program Dean
Franzi Walsh, DBA
Karen Peters, PHD
Dean of Faculty
Paul Porch, MBTM
Dean of Operations
Lindsay Sesate, MAED/AET
Assistant Dean of Operations
Kathryn Uhles, MSP
Assistant Dean of Specialized Services
Maurice Gibson, MBA, MAED
Campus Area Chairs
....
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Business Systems
- Technology
- Analysis & Communications
- Security
- Criminal Justice
- Public Administration

Faculty
....
Aguirre, Joseph, MBA
   National University
Alizadeh, Rassoul, MSCIS
   Saint Mary's University
Allauddin, Ahmer, MS
   Golden Gate University
Bocage, Charles, MHRM
   Keller Grad School of Mgt
Cheng, Steven, MS
   Syracuse University
Chowdiah, Vikram, PHD
   Oklahoma State University
Dearman, James, XMBA
   Claremont Graduate University
Do, Tuan, PHD
   Technische Universitat Dresden
D'urso, Daniel, MS
   Rivier College
Elsayess, Mahmoud, XMBA
   Claremont Graduate University
Estioko, Elmer, MS
   California State University -

Fullerton
Fennell, Bill, MMIS
   West Coast University - Shatto
Francis, Dexter, PHD
   Capella University
Frost, David, MS
   University of Southern California
Humphreys, John, XMBA
   Golden Gate University
Jones, Ronald, MS
   University of the Pacific
Kolackovsky, Alan, MBA
   National University
Leon, John, MSCS
   California State University - Fullerton
Lopez, Jose, MBA
   University of Phoenix
Love, Willie, MBA
   University of Phoenix
Magnone, Jorden, MBA
   University of Phoenix
Martinez, Ralph, MA
   Argosy University - Orange County
Massey, Calvin, MBA
   National University
Monaco-Christensen, Liane, MBA
   University of Phoenix
Nichols, Roger, MA
   California State University - San Bernardino
O'day, Christopher, MS
   California State University - Fresno
Oni, Oludotun, PHD
   Northcentral University
Peterson, Susan, MBA
   East Tennessee State University
Phelps, Castle, MBA
   National University
Phillips, Timothy, MS
   University of San Diego
Ray-Sims, Deborah, MS
   Golden Gate University
Reid, William, MSM
   Regis University
Richardson, Richard, MS
   National Defense University
Sabga, Marc, MA
   Azusa Pacific University

Sardaryzadeh, Afshin, MBA
   Brandman University
Schram, Sanford, MSCHE
   New Jersey Institute of Technology
Singh, Mahesh, MBA
   University of Phoenix
Sirirat, Boriphan, MS
   National University
Smith, August, MBA
   Keller Grad School of Mgt
Smith, William James, MS
   National Defense University
Swafford, Jr., Richard, MC
   University of Phoenix
Thomas, Donald, PHD
   Syracuse University
Thompson, Willard, MS
   Rensselaer Polytechnic Institute
Williams-Eli, Vickie, EDD
   Alliant International University Cornerstone
Xu, Yaping, MS
   Dartmouth College
Zecca, Mark, PHD
   Capella University
Zinne, Richard, MS
   National University

···

COLLEGE OF HEALTH PROFESSIONS

···

Deans - Health Services Administration

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Dean of Undergraduate Programs

Christina Neider, MAED, MSP

Academic Dean

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Dean of Specialized Programs

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Dean of Graduate Programs

Eve Krahe, PHD

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Emily Breuker, MBA

Assistant Dean of Operations

Briana Houlihan, MBA

Erin Amsden, MAED/MBA

Assistant Dean Specialized Programs West

Kellie Stubblefield, BA

Dean of Instructional Excellence

Ying Tombler, PHD

Deans - School of Nursing

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Academic Dean

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Dean of Clinical Affairs

Rebecca Hathaway, MSN

Program Dean

Dodie Serafini, MSN

Assistant Program Dean

Linda Nance, EDD

Program Managers - School of Nursing

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Southern California

Gwendolyn Jones, MSN

Colorado

Margaret Riley, PHD

Phoenix

Kathleen Rupp, MSN

Sun Jones, DNP

Sacramento Valley

Andrelyn Almario, DNP

Jennifer Millar, MSN

Southern Arizona

Frances Bartholomeaux, MSN

Campus Area Chairs

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing: FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Health Administration

Faculty

·································

Abbott, Jenny, MSN
   University of Phoenix
Aish, Nathan, MPH
   Ohio State University
Allard, Mary, PHARMD
   University of The Pacific
Almaden, Stefany, PHD
   Walden University
Almario, Andrelyn, DNP
   Western University of Health Sciences
Alvarado, Sheela, MA
   University of San Francisco
Amadeo, Carol, EDD
   University of Phoenix
Amos, Qiana, MPA
   Loma Linda University
Ares, Terri, PHD
   Villanova University
Baer, Lisa, MSN
   University of Phoenix
Bai, Yan, MS
   California State University - Long Beach
Baker-Mosley, Brenda, MSN
   University of Phoenix
Balch, Carol, MSN
   University of California - Los Angeles
Barnette, Yesenia, MS
   California State University - Dominguez Hills
Barrios, Corazon, MSN
   California State University - Dominguez Hills
Baylosis, Amera, MSN
   Grand Canyon University
Bell, Alison, DNP
   Duke University
Black-Robinson, Louise, DNP
   Western University of Health Sciences
Blanco, Roy, MS
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Borghei, Karimeh, MS
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Boyden, Katherine, MS
   California State University - Fresno
Bradac, Debra, MSN
   University of Phoenix
Bradley, Darlene, PHD
   Capella University
Brandt, Mary, MSN
   University of Phoenix
Brock, Joy, MSN/FNP
   University of Phoenix
Bryant, Pamela, MSN
   University of Phoenix
Bucsko, Daniel, MHA
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Bunker-Alberts, Michele, DNP
   Western University of Health Sciences
Campbell, Marquez, MAS
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Castaneda, Andrew, MS
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Cathro, Heather, PHD
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   University of Phoenix
Chimienti, Sabrina, DNP
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Cota, Stephanie, MSN
   University of Phoenix
Criseno, Erwin, MSN
   Emilio Aguinaldo College

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   Loma Linda University
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   University of Phoenix
Da Luz, S. Keirre, MSW
   San Diego State University
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   University of California - Los Angeles
Davis, Sandra, PHD
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Day, Elizabeth, MSN
   Virginia Commonwealth University
Denicola, Mary, DNP
   Frontier Nursing University
Der Torosian, Ivonne, MM
   University of Phoenix
Devkaran, Minu, MSN
   University of Phoenix
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Domingo, Frenalyn, MSN
   Loma Linda University
Dunn, Amy, JD
   Whittier College
Eldridge, Beverly, MSN
   California State University - Stanislaus
Ferguson, Sandra, MBA
   Kaplan University - Cedar Rapids
Fernandez, Lea, MSN
   Liberty University
Ferrell, Charlotte, MA
   Wayne State University
Garrett, Liana, MSN
   University of California - Los Angeles
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   University of Phoenix
Goldsmith, Camille, MSN
   University of California - Los Angeles
Gounaris, Doreen, MM
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Greenberg, Victoria, MS
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Gregory, Lynn, MA
   Brandman University
Grendell, Ruth, DNS
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Hansen, Nicole, MSN
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Hariz, Frank, PHARMD
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  California
Harris-Luna, Marcia, PHD
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Harrison, Staci, DNP
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  Long Beach
Horper, Penny, MS
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  Francisco
Huizinga, Jason, MS
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  Long Beach
Huley, Pamela, MSN
  University of Phoenix
Hunter, Kathy, DNP
  University of San Francisco
Jaffe, Carolyn, MSN
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Jamerson, Dianne, MA
  Ashford University
Javier, Paula, MSN
  University of Phoenix
Jones, Betty, MS
  California State University -
  Dominguez Hills
Jones, Gwendolyn, MSN
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Kassis, Noura, EDD
  Nova Southeastern
  University
Khaghani, Fatemeh, EDD
  Pepperdine University
Klakovich, Marilyn, DNS
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  California State University -
  Fresno
Krepps-Hoffer, Cyndy, DNP

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  Twin Cities
Larramendy, Meg, MJ
  Loyola University Chicago
Larson, Stephen, MBA
  California State University -
  Stanislaus
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Jeff Neilsen, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

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COURSE GUIDE- COURSE DESCRIPTIONS

2018-2019

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	College	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.
ACC 230	FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD	3	School of Business	In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.
ACC 290	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	PRINCIPLES OF ACCOUNTING I	3	School of Business	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.

ACC 291	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.
ACC 291T	PRINCIPLES OF ACCOUNTING II	3	School of Business	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 340	ACCOUNTING INFORMATION SYSTEMS I	3	School of Business	This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy.
ACC 349	COST ACCOUNTING	3	School of Business	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 400	ACCOUNTING FOR DECISION MAKING	3	School of Business	This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.
ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	School of Business	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	School of Business	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	School of Business	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes & errors, and the statement of cash flows.

ACC 455	CORPORATE TAXATION	3	School of Business	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	INDIVIDUAL/ESTATE TAXATION	3	School of Business	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	School of Business	This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
ACC 466	Advanced Accounting	3	School of Business	This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.

ACC 491	CONTEMPORARY AUDITING I	3	School of Business	This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	School of Business	This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 537	FINANCIAL ACCOUNTING	3	School of Business	In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 541	ACCOUNTING THEORY & RESEARCH	3	School of Business	In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	School of Business	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	School of Business	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544	INTERNAL CONTROL SYSTEMS	3	School of Business	In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545	FINANCIAL REPORTING	3	School of Business	This course prepares students to address concepts of financial reporting for roles as CPA's. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	AUDITING	3	School of Business	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	TAXATION	3	School of Business	In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.
ACC 548	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	School of Business	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556	FORENSIC ACCOUNTING	3	School of Business	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 561	ACCOUNTING	3	School of Business	This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACCP 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	School of Business	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACCTLAB	ACCOUNTING LAB	0	Non-College Specific	This workshop is an accounting lab that allows students to work on accounting principles.

ADM 511	Personnel Administration for Educators	3	College of Education	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	College of Education	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	College of Education	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	College of Education	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.

ADM 516	Ethical and Legal Issues for Administrators	3	College of Education	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.
ADM 517	Special Education Program Administration	3	College of Education	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADM 590	INTERNSHIP ON THE PRINCIPALSHIP	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.
ADM 591	INTERNSHIP ON THE SUPERINTENDENCY	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.

ADM 592	INTERNSHIP OF THE SUPERVISOR	3	College of Education	This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to- day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	College of Education	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 510	VISIONARY LEADERSHIP: FOUNDATIONS OF LEADERSHIP	3	College of Education	This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.
ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	College of Education	This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	College of Education	This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	College of Education	This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
ADMIN 533	COACHING AS A LEADER	3	College of Education	This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.
ADMIN 535	BUSINESS AND FACILITIES MANAGEMENT	3	College of Education	This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 540	LEADERSHIP IV: COMMUNITY	1	College of Education	This course focuses on community leadership, including representing and promoting the school's accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school's mission, vision, and goals. Field experience, portfolio, and practicum will be applied.
ADMIN 541	COMMUNITY LEADERSHIP	3	College of Education	This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.
ADMIN 550	LEADERSHIP V: ASSESSMENT OF LEADERSHIP	4	College of Education	This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.
ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	College of Education	This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	College of Education	This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 565	SCHOOL IMPROVEMENT PROCESSES	3	College of Education	This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
ADMIN 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	College of Education	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	College of Education	This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	College of Education	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 596A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 596B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 596C	PRINCIPAL INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	College of Education	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AED 222	INTRO TO THE EXCEPTIONAL LEARNER	3	College of Education	This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	College of Education	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	COMMUNITY-BASED EDUCATION	3	College of Education	This course provides an overview of community- based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

AET 552	MARKETING ADULT EDUCATION	3	College of Education	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 560	FACILITATING CHANGE	3	College of Education	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	College of Education	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	College of Education	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	College of Criminal Justice and Security	This course provides new College of Security and Criminal Justice graduate students with an introduction to the university's learning goals and resource utilization. Students will demonstrate graduate-level composition skills, communication skills and strategies for collaboration, critical thinking skills, the use of academically appropriate resources, and a basic knowledge of the United States Constitution.
AJS 504	SURVEY OF JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 514	CRIMINOLOGICAL THEORY	3	College of Criminal Justice and Security	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social- psychological approaches. This course also addresses victimology, to include topics such as victimization statistics, victimogenesis, and the prevention of victimization.
AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	College of Criminal Justice and Security	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.

AJS 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	ETHICS IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Relevant case studies will be used, as well as contemporary situations in ethics.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	College of Criminal Justice and Security	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT	3	College of Criminal Justice and Security	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. It examines the specific factors to mitigate risk and the critical incident response to maintain order when risk management fails. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	College of Criminal Justice and Security	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	College of Criminal Justice and Security	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	PUBLIC POLICY ISSUES	3	College of Criminal Justice and Security	This course addresses the development and influence of public policy with respect to specific justice and security issues facing American society.

AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	College of Criminal Justice and Security	This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.
APAWKSHP	APA WORKSHOP	0	Non-College Specific	Non-credit bearing course ID for APA workshop offered at campus.
APB 001	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 002.

APB 003	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 004.
APB 005	ASSESSMENT PERIOD	0	College of Health Sciences and Nursing	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	College of Health Sciences and Nursing	This is assessment break period 006.

APB 010	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 020	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 030	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 040	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 050	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 060	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 070	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APB 080	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.

APB 090	ASSESSMENT PERIOD BREAK	0	College of Health Sciences and Nursing	This is an assessment period.
APMT 315	TECHNOLOGY AND SOCIETY	3	College of Social Sciences	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build, social and material capital. A special focus is on the benefits technology accrues to humans and communities as well as potential harmful effects of engaging with technology.
APMT 430	SOCIAL MEDIA AND HUMAN INTERACTION	3	College of Social Sciences	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology mediated relationships and social etiquette in cyber space.
APMT 440	INFLUENCE OF MEDIA ON BEHAVIOR	3	College of Social Sciences	This course explores the ways in which contemporary media shape cultures and human behaviors including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education and celebrity culture.

APMT 460	CYBER COMMUNICATIONS	3	College of Social Sciences	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations, and cyber commerce.
APMT 470	DIGITAL LEARNING	3	College of Social Sciences	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings. Emphasis will be placed on applying psychology principles to the efficacy of digital learning.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	College of Humanities and Sciences	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	College of Humanities and Sciences	This course offers a foundation in the visual arts,elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	College of Humanities and Sciences	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
ATD 309	CLASSROOM TEACHING AND TECHNOLOGY	3	College of Education	Students focus on strategies for instruction using traditional and alternative delivery method with an emphasis on teaching technology. Topics include instructional theories, lecture- based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.
AUT 510	Autism Spectrum Disorders: Foundations	3	College of Education	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	College of Education	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.

AUT 513	Autism Spectrum Disorders: Behavior Management	3	College of Education	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BACEU 2000	FOUNDATIONS IN DATA ANALYTICS	0.6	School of Continuing Education	Quantitative and qualitative data can both be used to investigate data behavior and patterns to enhance business productivity and decision-making. In this course, students will learn how data is analyzed and applied to the decision-making function of an organization. Concepts on data collection, processing, and integration will be presented as well as issues that may exist within the data. Students also will explore the role that statistics play in data analytics and learn about the multiple ways one can present data to tell a compelling story. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2010	DATABASE FUNDAMENTALS	0.6	School of Continuing Education	Organizations keep their business records within databases. To successfully extract information for use in business decisions, it is important to understand how data is structured and stored. In this course, students will learn the general principles involved in designing a database as it applies to a relational database model. Further, students will learn the terminology, data types, and integrity elements of database design and how queries allow data to be extracted from the database. To complete this course, students are required to have access to Microsoft Access software. This course provides 0.6 continuing education units over one 6-hour workshop.
BACEU 2020	BUSINESS INTELLIGENCE	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions that impact their future course of action. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis informs decision making. This course provides 0.6 continuing education units in one, 6-hour workshop.

BACEU 2030	DATA VISUALIZATION	0.6	School of Continuing Education	When faced with the prospect of understanding volumes of data, do reams of paper and spreadsheets make your eyes glaze over? Data visualization is the means by which lots of information can be more easily viewed - and understood - through charts, infographics, mind maps, and more. Students in this course will explore the tools used to create graphical representations that integrate significant data and analyses into engaging graphics, without losing sight of communicating the key information. This course provides 0.6 continuing education units in one, 6-hour workshop.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	College of Criminal Justice and Security	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Criminal Justice and Security	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	College of Criminal Justice and Security	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.
BCC 403	GLOBAL TECHNOLOGY AND CYBERCRIME	3	College of Criminal Justice and Security	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BECEU 1115	HUMAN CAPITAL	0.6	School of Continuing Education	Building strong human capital is key in staffing an organization that outperforms the competition. The human resource function plays a major role in building human capital, operating as a business partner for various departments within the company. Human resource professionals are expected to plan, organize, direct, and control strategic and operational activities related to human capital. This course will explore the role of the human resource department in collaborating with both internal and external partners to aid the organization in achieving strategic goals. It will focus on assessing risks, defining goals, assessing organization structure, and ensuring federal regulations and laws are followed. This course provides 0.4 continuing education units in one 4-hour workshop.
BECEU 1125	ORGANIZATIONAL BEHAVIOR	0.6	School of Continuing Education	Every organization, department and team has its own organizational dynamic. The team members, organization structure, company climate, and employee attitudes all play into organizational behavior. Organizational behavior affects the success of a company, and managers must be equipped to deal with the challenges that arise within their teams. In this course, students will learn the definition of organization behavior, variables and characteristics that influence organizational behavior at the individual and team level as well as how attitudes of employees drive the culture of the organization. This course provides 0.6 continuing education units in one, 6-hour workshop.

BECEU 1130	CUSTOMER SERVICE	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.
BECEU 1175	SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	Effective management of the supply chain helps prepare an organization to navigate through changes in demand and supply over the life cycle of a product. Strategic decisions related to supply chain design, planning, and operation contribute to an organization's productivity and profitability. In this course students gain an understanding of what a supply chain is and the various issues that must be considered when designing, planning, or operating a supply chain. Students also learn how companies achieve strategic fit between its supply chain strategy and its competitive strategy in order to design, make, and deliver products and services in an efficient and cost effective manner. This course provides 0.6 continuing education units in one, 6-hour workshop.
BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	College of Social Sciences	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 100	INTRODUCTION TO LIFE SCIENCE WITH LAB	4	College of Humanities and Sciences	This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

BIO 101	PRINCIPLES OF BIOLOGY	3	College of Humanities and Sciences	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	CONSERVATION BIOLOGY	3	College of Humanities and Sciences	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	College of Humanities and Sciences	Anatomy and Physiology I is the first of a two- course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	College of Humanities and Sciences	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

BIO 315	ECOLOGY AND EVOLUTION	3	College of Humanities and Sciences	This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	INVERTEBRATE ZOOLOGY	3	College of Humanities and Sciences	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	ENTOMOLOGY	3	College of Humanities and Sciences	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	College of Humanities and Sciences	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 350	GENERAL BIOLOGY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	GENERAL BIOLOGY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
BIO 405	HUMAN BIOLOGY	3	College of Humanities and Sciences	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	College of Humanities and Sciences	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	School of Business	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	BUSINESS INFORMATION SYSTEMS	3	School of Business	This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BIS 375	SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS	3	School of Business	This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

BLE 571	Instructional Techniques and Methods	3	College of Education	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BMCEU 5005	ENTREPRENEURSHIP	0.6	School of Continuing Education	Some people are driven to be their own boss. Becoming an entrepreneur provides that opportunity, but it comes with a unique and broad set of responsibilities. As a small business owner, an entrepreneur holds the responsibility for success or failure of their organization. Entrepreneurs both lead and manage risks, and are responsible for all functions of a business. This course will introduce students to the principles of entrepreneurship, the components of starting a business, and resources necessary. Students will also explore how leadership plays a role in the success of a business. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5010	FINANCIAL ANALYSIS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5015	MARKETING PRINCIPLES	0.6	School of Continuing Education	At a strategic level, marketing provides many elements that guide an organization's development and execution of its business strategy. Marketing also plays a key role in identifying the competitive set, defining points of differentiation and establishing the brand. This course explains the role marketing plays in the development and execution of a business strategy and how this affects an organization. In this course, students will learn the principles of the marketing mix and the 4-Ps of marketing: Product, Price, Place, and Promotion. This course provides 0.4 continuing education units in one 4-hour workshop.

BMCEU 5020	OPERATIONS AND SUPPLY CHAIN MANAGEMENT	0.6	School of Continuing Education	It is the function of supply chain management to enable an organization to get things done, ensure materials and supplies are on hand at the right time, and create processes by which a business functions. Supply chain professionals who understand how to procure resources, produce goods, and sequence activities on time are critical to the success of a business and to the cost-efficient delivery of goods and services. This course covers the basics of operations and supply chain management. Students will learn why supply chain is an essential business function and how it drives the cost-efficient, on-time delivery of goods and services. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5030	ACCOUNTING BASICS FOR THE BUSINESS MANAGER	0.6	School of Continuing Education	Every organization has a need to keep track of spending and income which are some of the core elements of the accounting function. Accounting provides ongoing visibility into financial progress and is used both internally and externally to communicate performance. This course focuses on common accounting principles that govern organizations and ways the business manager can use this information. Students will learn how the accounting system relates to business activity and will identify methods of accounting for assets, inventory, and liabilities. Student also explore methods of calculating the time value of money as well as stockholders' equity. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5035	BUSINESS LAW AND ETHICS	0.6	School of Continuing Education	Supervisors blend the role of a leader and manager in guiding a team of employees to achieve the goals of an organization. In this role, supervisors are expected to act both legally and ethically and are expected to provide an example for their team. This course will explore the relationship between law and ethics and set the stage for the importance of conducting oneself in a legal and ethical manner to protect the organization. Students will complete an ethics self-assessment to guide them in decision making when faced with ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BMCEU 5040	STRATEGIC PLANNING SKILLS	0.6	School of Continuing Education	This course will provide students with a process for developing a clear understanding of a business's culture, operations, and market position in order to develop a strategic plan. That plan serves as a blueprint for gaining the competitive advantage necessary for an organization's success now and in the future. Students will develop an approach to formulate the strategic programs and initiatives critical to effectively leading and managing an organization. This course provides 0.6 continuing education units over one 6-hour workshop.

BMCEU 5065	SALES MANAGEMENT	0.6	School of Continuing Education	The core of every business is its sales team. Without sales, a company cannot financially survive. This course explores how to select an effective sales team and implement strategies to measure performance. Students learn how managing sales territories aligns with sales goals. Students will learn how territory management and sales forecasts relate to the sales function, then how to motive sales teams to reach the sales forecasts.
BMCEU 5090	CREATING A BUSINESS PLAN	0.6	School of Continuing Education	The lack of a plan is the primary reason businesses struggle. The business plan is not a one time endeavor, but a living document that grows and changes with the business. If there is not a formal business plan how can success be measured. In this course, students will learn the elements of a business plan and what is included in each element. Students will explore the concept of vendor financing and how the elements of a business plan align to securing financing. This course provides 0.6 continuing education units over one 6-hour workshops.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	College of Criminal Justice and Security	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.

BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	College of Criminal Justice and Security	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	College of Criminal Justice and Security	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 301	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	School of Business	This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	School of Business	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	College of Criminal Justice and Security	This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.
BPA 321	PERSONNEL MANAGEMENT	3	College of Criminal Justice and Security	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at- will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	College of Criminal Justice and Security	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non- profit organizations as well as in the international arena.

BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	College of Criminal Justice and Security	This course focuses on the implementation of public policy decisions through the identification and development of specific cincorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	RESEARCH IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	College of Criminal Justice and Security	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.

BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	College of Criminal Justice and Security	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	College of Criminal Justice and Security	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	College of Criminal Justice and Security	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	College of Criminal Justice and Security	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.

BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	URBAN AND REGIONAL PLANNING	3	College of Criminal Justice and Security	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	College of Criminal Justice and Security	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.

BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	School of Business	This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	CUSTOMER SERVICE MANAGEMENT	3	School of Business	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	SALES, TOOLS, AND STRATEGIES	3	School of Business	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.
BRM 246	RETAIL MARKETING: MERCHANDISING	3	School of Business	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.

BRM 266	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	School of Business	This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 268	PRINCIPLES OF FOOD RETAILING	3	School of Business	This course will introduce merchandising, operating, technology, and financial considerations necessary for successful food retailing management. Students will evaluate and apply principles unique to food retail organizations such as: food store formats, food store operations, product replenishment, and the integrated food supply chain. Other topics include manufacturing and wholesale distribution, and financial principles specific to the food retail industry.
BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	School of Business	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 277	LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE	3	School of Business	This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill- building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.

BRM 353	PRODUCT AND BRAND MANAGEMENT	3	School of Business	This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.
BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	School of Business	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 310	BUSINESS SYSTEMS	3	College of Information Systems and Technology	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.
BSA 375	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	College of Health Sciences and Nursing	This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems development life cycle (SDLC) will be fundamental to the course.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	College of Information Systems and Technology	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	College of Information Systems and Technology	This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.
BSA 412	SYSTEMS ANALYSIS TOOLS	3	College of Information Systems and Technology	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSA 413	IT SERVICE MANAGEMENT	3	College of Information Systems and Technology	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT CAPSTONE	3	College of Information Systems and Technology	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	BUSINESS SYSTEMS I	3	College of Information Systems and Technology	This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BSA 502	BUSINESS SYSTEMS II	3	College of Information Systems and Technology	This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS AUDITING PROCESSES	3	College of Information Systems and Technology	This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.
BSA 510	IT GOVERNANCE AND MANAGEMENT	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (www.isaca.org) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	College of Information Systems and Technology	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	College of Information Systems and Technology	The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise's strategies and objectives.

BSA 525	INFORMATION ASSETS PROTECTION	3	College of Information Systems and Technology	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.
BSA 530	IT ARCHITECTURE	3	College of Information Systems and Technology	The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	College of Information Systems and Technology	The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.
BSA 570	ANALYTIC PROGRAMMING	3	College of Information Systems and Technology	This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.

BSA 580	STATISTICAL BUSINESS ANALYTICS	3	College of Information Systems and Technology	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCEU 1005	PROBLEM-SOLVING SKILLS	0.6	School of Continuing Education	One of the essential constants in business is that problems arise that need to be solved. This course provides students with the tools to solve problems. In a corporate environment, using specialized groups to solve problems is becoming more and more common. Knowing how to work in groups to solve problems will enhance the student's effectiveness and value to an organization. This course will show students the fundamentals of problem solving -- from defining a problem, to identifying solutions and then presenting to the key decision-makers in an organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1010	BASIC BUSINESS MATH	0.6	School of Continuing Education	Most business transactions involve some form of math. Transactions commonly include commissions, markups and markdowns, discounts, sales tax, interest calculations, and installment loan payments. This course begins with a review of the basic mathematical concepts of whole numbers, fractions, decimals, percentages, simple equations, and percentage formulas. Students will then learn how these basic concepts are applied to business applications. Graphs commonly used in business, as well statistical applications for business are presented. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1015	DEALING WITH CHALLENGING CUSTOMER INTERACTIONS	0.6	School of Continuing Education	Customer service representatives and client- facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1020	EMOTIONAL INTELLIGENCE FOR MANAGERS	0.6	School of Continuing Education	To be an effective manager it is important to be aware of emotional intelligence and its significant impact on the ability to manage effectively. In this course, students will assess their current emotional intelligence capabilities, determine their strengths, and identify areas of improvement. Students will examine how emotions affect behavior and how those behaviors impact their relationships with others. Students will also be introduced to strategies for managing the emotional energy in themselves and others. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1025	BASIC COMPUTER SKILLS	0.6	School of Continuing Education	In today's workplace a person must be computer literate to be productive. Computer literacy is a combination of understanding the hardware, software, operating system and productivity software elements and how they interact. In this course, students will learn with basic computer components and function of each component. Using Windows 7 as the operating system, students will explore methods for managing files and folders and customizing the desktop. Students will learn about various software applications used to be productive in a business environment. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1030	PROJECT MANAGEMENT SKILLS FOR NON-PROJECT MANAGERS	0.6	School of Continuing Education	Even if not formally employed as a project manager, one may occasionally be called upon to lead a small- to medium-sized project for their organization. In this course, students learn the basics of the project management process and the tools needed to manage small- to medium-size projects. Project planning and project implementation will be explained and how these processes play into delivering a project on time and on budget. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1035	ETHICAL DECISIONS-MAKING ESSENTIALS	0.6	School of Continuing Education	Making ethical decisions can be a difficult task. The decision-maker must collect details about the situation, consider the ethical issues and people involved, and then implement the best action possible. This course provides students with a self-assessment, tools, and techniques to make ethical decisions. Students will be able to use ethical decision-making concepts to select the best decision in various ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1040	MANAGING CONFLICT	0.6	School of Continuing Education	In order to manage conflict, it is helpful to both understand how individuals react in conflict situations and identify what they can do to reduce conflict. This course will provide students with tools and assist you in understanding and implementing strategies that will help you manage conflict effectively. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1045	MAKING EFFECTIVE DECISIONS	0.6	School of Continuing Education	Decision-making skills are essential in today's workplace. Whether making simple or complex decisions, one needs to consider various factors that influence a decision and its results. This course provides methods and techniques used to make effective decisions. Students learn decision-making concepts and strategies used to decide upon the best choice in various situations. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1100	BASIC WORD PROCESSING WITH MICROSOFT WORD	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the basic functions of Word, which is designed to help users move smoothly through the task of creating professional documents. Students will learn how to create and edit simple documents, format, add tables and lists, incorporate design elements, and proof documents. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1150	ADVANCED WORD FEATURES	0.6	School of Continuing Education	Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the advanced features of Word including creating complex documents, automating tasks, and methods to maintain consistency between documents. Students will learn how to control text flows between paragraphs and pages, insert hyperlinks, and modify how graphics and text appear together on the pages. This course provides 0.6 continuing education units in one, 6-hour workshop.

BSCEU 1200	ORGANIZING YOUR DAY WITH OUTLOOK BASICS	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the basic features of Outlook and the interface, Students learn how to create and send emails, to use Outlook to manage appointments and meeting, maintain contact information, create Tasks and Notes, and customize the Outlook interface. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1240	ADVANCED OUTLOOK FEATURES	0.4	School of Continuing Education	Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the more advanced features of Outlook. Students learn how to use advanced messaging options, calendar management, share Outlook workspaces with other users, and manage Outlook data files. This course provides 0.4 continuing education units in one, 4-hour workshop.
BSCEU 1300	FOUNDATIONS OF MICROSOFT EXCEL	0.6	School of Continuing Education	Organizations rely on information to make sound decisions. The ability to make sense of all of that data is becoming more challenging and a tool like Microsoft Excel can assist in organizing and presenting data. In this course, students will explore the basic foundational skills of Microsoft Excel. Students will learn how to perform calculations, modify and format worksheets, print workbooks, and manage workbooks. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1350	INTERMEDIATE FEATURES OF MICRSOFT(R) EXCEL(R)	0.8	School of Continuing Education	Using Excel(R) software's advanced spreadsheet functions, users are able to improve their efficiency and effectiveness by using powerful tools provided in the software. Users can extract and organize data using tools and formulas, sort and filter data, create PivotTables and PivotCharts, and customize workbooks. In this course, advanced formulas and various tools to analyze data will be presented. Students will learn to organize table data, present data as charts, and enhance the look and appeal of workbooks by adding graphical objects. This course provides 0.8 continuing education units over one 8-hour workshop.

BSCEU 1375	ADVANCED FEATURES OF MICROSOFT(R) EXCEL(R)	0.8	School of Continuing Education	For users that are called upon to analyze and report on data frequently, the advanced features of Excel(R) automate repetitive processes so users can focus on what is really important. This course will take a deeper dive into the advanced functions of Excel including, how to use Excel to collaborate with colleagues, automate complex or repetitive tasks, and use conditional logic to construct and apply elaborate formulas and functions. Having this knowledge will put the full power of Excel right at the user's fingertips. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCEU 1400	INTRODUCTION TO MICROSOFT POWERPOINT	0.6	School of Continuing Education	In today's workplace, information is constantly streaming in and increasing each day, and with so much information it can be difficult to grab people's attention. This course introduces students to the basic concepts of Microsoft(R) PowerPoint(R) for presenting clear, organized, and engaging information. Students will learn how to use the vast array of features and functionality of PowerPoint(R) as well as identify ways to organize content, enhance it with high-impact visuals, and effectively deliver content. This course provides 0.6 continuing education units in one, 6-hour workshop.
BSCEU 1470	ADVANCED FEATURES OF MICROSOFT(R) POWERPOINT(R)	0.8	School of Continuing Education	Professionals are commonly called upon to deliver presentations with little notice, at multiple venues, and with varying requirements. Given all the variables, it may seem overwhelming for presenters to deliver their content on time and to a variety of audiences. Microsoft(R) PowerPoint(R) 2013 provides tools to help users deliver content for nearly any situation, using time effective software that provides predesigned templates. This course will introduce students to an advanced-level usability, security, collaboration, and distribution functionality of PowerPoint(R) 2013. This course provides 0.8 continuing education units in one, 8-hour workshop.
BSCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

BSCOM 234	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 268	FOUNDATIONS OF MASS COMMUNICATION	3	School of Business	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	ADVERTISING AND THE MEDIA	3	School of Business	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 324	COMMUNICATION RESEARCH	3	School of Business	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.

BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	School of Business	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336	COMMUNICATION THEORIES AND PRACTICE	3	School of Business	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	School of Business	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 360	ORGANIZATIONAL COMMUNICATION	3	School of Business	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

BSCOM 384	MARKETING COMMUNICATIONS	3	School of Business	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 385	PUBLIC RELATIONS AND MESSAGE MANAGEMENT	3	School of Business	This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship- building strategies, crisis communication, ethics, and the development of public relations messages.
BSCOM 386	SALES COMMUNICATIONS	3	School of Business	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.
BSCOM 390	INTERCULTURAL COMMUNICATION	3	School of Business	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

BSCOM 410	MEDIA AND SOCIETY	3	School of Business	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	COMMUNICATION LAW	3	School of Business	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	School of Business	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 460	ETHICS AND COMMUNICATION	3	School of Business	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	School of Business	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	School of Business	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	School of Business	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	College of Social Sciences	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).

BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	College of Social Sciences	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).
BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	College of Social Sciences	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	College of Social Sciences	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard- to-serve populations in general. Students will complete Module 9 of the MHF training.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	College of Social Sciences	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	College of Social Sciences	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.
BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	College of Social Sciences	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	College of Social Sciences	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	College of Social Sciences	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.

BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	College of Social Sciences	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 407	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	College of Social Sciences	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	CHILDHOOD ABUSE AND NEGLECT	3	College of Social Sciences	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 411	FIELD EXPERIENCE/PART II	3	College of Social Sciences	Curriculum Guide Description 04/01/2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.

BSHS 415	FIELD EXPERIENCE I	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.
BSHS 415O	ORIENTATION TO FIELD EXPERIENCE	0	College of Social Sciences	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.
BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	College of Social Sciences	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	College of Social Sciences	This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425

BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	College of Social Sciences	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426
BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	College of Social Sciences	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	College of Social Sciences	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	SOCIAL SYSTEMS AND AGING	3	College of Social Sciences	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438	CARE FOR AGING POPULATIONS	3	College of Social Sciences	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.
BSHS 439	GRIEF, LOSS AND END OF LIFE ISSUES	3	College of Social Sciences	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.
BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	College of Social Sciences	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.
BSHS 455	WORKING WITH ADDICTIONS	3	College of Social Sciences	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	College of Social Sciences	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co- facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	College of Social Sciences	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self- responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.
BSHS 458	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	College of Social Sciences	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	College of Social Sciences	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475	FIELD EXPERIENCE II	3	College of Social Sciences	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2- hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	College of Social Sciences	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.
BSHS 491	FIELD EXPERIENCE /PART III	3	College of Social Sciences	This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.
BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	College of Education	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	College of Criminal Justice and Security	This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	College of Criminal Justice and Security	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	College of Criminal Justice and Security	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	College of Criminal Justice and Security	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483	WORLD VIEW OF HOMELAND SECURITY	3	College of Criminal Justice and Security	Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	FOUNDATIONS OF BUSINESS	3	School of Business	In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.

BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.
BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	School of Business	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	SEMINAR IN BUSINESS TOPICS	3	School of Business	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	School of Advanced Studies	This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

BUS 731	TRANSFORMING THE BUSINESS I	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.
BUS 732	TRANSFORMING THE BUSINESS II	3	School of Advanced Studies	This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	School of Advanced Studies	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
BUSP 475	INTEGRATED BUSINESS TOPICS	3	School of Business	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.

CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	School of Business	This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population- specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	College of Social Sciences	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES	3	College of Social Sciences	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR	3	College of Social Sciences	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	College of Social Sciences	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	PSYCHOMETRICS	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	College of Social Sciences	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	College of Social Sciences	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	College of Social Sciences	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	College of Social Sciences	Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	College of Social Sciences	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	College of Social Sciences	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	DEPENDENCY AND ADDICTIONS	3	College of Social Sciences	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations

CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	College of Social Sciences	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co- leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	College of Social Sciences	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 585	COMMUNITY COUNSELING	3	College of Social Sciences	This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.
CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	College of Social Sciences	This course is an orientation to the practicum and internship.
CCMH 597A	INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597B	INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597C	INTERNSHIP C	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CHM 109	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 110	INTRODUCTORY CHEMISTRY	3	College of Humanities and Sciences	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 150	GENERAL CHEMISTRY I	4	College of Humanities and Sciences	This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	GENERAL CHEMISTRY II	4	College of Humanities and Sciences	This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.
CIS 207	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CIS 207T	INFORMATION SYSTEMS FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.

CIS 211	OFFICE SOFTWARE SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.
CIS 291	PC AND DEVICE FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 293	NETWORK TROUBLESHOOTING AND SUPPORT	3	College of Information Systems and Technology	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-901 exam.
CIS 295	INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-902 exam.

CIS 297	COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS	3	College of Information Systems and Technology	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-902 exam.
CIS 298	HEALTHCARE IT	3	College of Information Systems and Technology	This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	College of Information Systems and Technology	The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.
CIS 568	INFORMATION SYSTEMS CONCEPTS	3	College of Information Systems and Technology	This Course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	College of Information Systems and Technology	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	College of Information Systems and Technology	This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	College of Information Systems and Technology	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.

CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	College of Information Systems and Technology	This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	INTERNET BUSINESS CONCEPTS	3	College of Information Systems and Technology	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	NETWORK TECHNOLOGY FOUNDATIONS	3	College of Information Systems and Technology	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 304	INTERPERSONAL COMMUNICATIONS	3	College of Criminal Justice and Security	This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 305	CRIMINAL LAW	3	College of Criminal Justice and Security	This course is an introduction to the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment and the way criminal law impacts crime victims are also discussed.
CJA 314	CRIMINOLOGY	3	College of Criminal Justice and Security	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	CRIMINAL PROCEDURE	3	College of Criminal Justice and Security	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments; searches and seizures; interrogations and confessions; identifications; and pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examining homeland security issues.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 325	CRIMINAL ORGANIZATIONS	3	College of Criminal Justice and Security	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 333	POLICING THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.
CJA 335	RESEARCH STATISTICS	3	College of Criminal Justice and Security	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 345	RESEARCH METHODS AND EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 355	GRANT WRITING	3	College of Criminal Justice and Security	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	College of Criminal Justice and Security	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 373	CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	INTERAGENCY COMMUNICATION	3	College of Criminal Justice and Security	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter- organizational communication, and potential collaboration models are explored.
CJA 383	INSTITUTIONAL AND COMMUNITY CORRECTIONS	3	College of Criminal Justice and Security	An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	College of Criminal Justice and Security	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 394	CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 395	CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 444	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Criminal Justice and Security	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.
CJA 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	College of Criminal Justice and Security	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	College of Criminal Justice and Security	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.
CJA 475	FORECASTING AND STRATEGIC PLANNING	3	College of Criminal Justice and Security	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 483	FUTURES OF CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.
CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	College of Criminal Justice and Security	This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of human services in the criminal justice system as addressed by criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 200	FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the foundational elements of the criminal justice system. Students will begin to examine this system from its influential past to its multi- faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems, their impact, and their roles in our society. Other topics include crime causation, terrorism.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical and philosophical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.
CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	College of Criminal Justice and Security	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.

CJS 210	FUNDAMENTALS OF POLICING	3	College of Criminal Justice and Security	This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational structure of police departments. This course will also discuss the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.
CJS 211	ETHICS IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	College of Criminal Justice and Security	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 220	INTRODUCTION TO CRIMINAL COURT SYSTEM	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	College of Criminal Justice and Security	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 230	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.
CJS 231	CRIMINOLOGY	3	College of Criminal Justice and Security	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	VICTIMOLOGY	3	College of Criminal Justice and Security	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 240	INTRODUCTION TO JUVENILE JUSTICE	3	College of Criminal Justice and Security	This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and explanations for delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	College of Criminal Justice and Security	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	College of Criminal Justice and Security	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJS 250	INTRODUCTION TO SECURITY	3	College of Criminal Justice and Security	This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future ontegration of private security services in law enforcement agencies.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	College of Criminal Justice and Security	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	INTRODUCTION TO CORRECTIONS	3	College of Criminal Justice and Security	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMC 240	INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER	3	School of Business	Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. They will furthermore do this with an eye toward social responsibility and professional ethics.

CMC 260	COMMUNICATION VARIETY: THE SPICE OF LIFE	3	School of Business	The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMCEU 1000	EFFECTIVE BUSINESS COMMUNICATION	0.6	School of Continuing Education	To be successful in the business environment, one must be able to develop ideas, express them clearly, and persuade others of their viability. This course offers students effective strategies to sharpen their writing skills in letters and reports by structuring their ideas logically, exercising diplomacy and shaping their arguments for optimal effect. Students will also learn proper communication etiquette and the need for professionalism in various forms of business communication. This course provides 0.8 continuing education units in two 4-hour workshops.
CMCEU 1030	FACE TO FACE COMMUNICATION	0.6	School of Continuing Education	Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. In this course, students discover the power and need for face-to-face communication and how to improve skills to become a competent communicator. Topics include verbal and non-verbal elements of message delivery, how words are used to create positive relationships and resolve conflict, and how good listening ability factors into human interaction. Ways to adapt face-to-face communication principles for remote settings are also explored. This course provides 0.6 continuing education units in one, 6-hour workshop.
CMCEU 1040	TIME MANAGEMENT	0.6	School of Continuing Education	Time is a form of currency, and the ways that we talk about it illustrate its value: we say "Time is money," and "My time was well spent," or "It's a waste of time." Like most professionals, you've probably struggled with managing this resource effectively. In this course, you will practice techniques that will help you achieve more effective use of your time so that you can direct your energy towards the activities that will further your professional and personal goals. You will identify effective time-management strategies, including defining personal and professional goals, establishing priorities, and identifying the tasks that will be critical to achieving those goals. You will also create a personal time-management action plan. This course provides 0.6 continuing education units in one, 6-hour workshop.

CMGT 245	IS SECURITY CONCEPTS	3	College of Information Systems and Technology	This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	College of Information Systems and Technology	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	College of Information Systems and Technology	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 413	APPLICATION ACQUISITION AND SOURCING	3	College of Information Systems and Technology	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	ENTERPRISE SECURITY	3	College of Information Systems and Technology	This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	College of Information Systems and Technology	This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP's ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.
CMGT 433	CYBER SECURITY	3	College of Information Systems and Technology	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.

CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	College of Information Systems and Technology	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
CMGT 445	APPLICATION IMPLEMENTATION	3	College of Information Systems and Technology	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 554	IT INFRASTRUCTURE	3	College of Information Systems and Technology	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	College of Information Systems and Technology	This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.

CMGT 556	ENTERPRISE MODELS	3	College of Information Systems and Technology	This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	College of Information Systems and Technology	The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.
CMGT 575	CIS PROJECT MANAGEMENT	3	College of Information Systems and Technology	This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break-down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.
CMGT 578	CIS STRATEGIC PLANNING	3	College of Information Systems and Technology	This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organizations current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.

CMGT 582	SECURITY & ETHICS	3	College of Information Systems and Technology	The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS INTEGRATION	3	College of Information Systems and Technology	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	College of Social Sciences	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CMHC 597C	INTERNSHIP C	3	College of Social Sciences	Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.

CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	College of Social Sciences	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.
CNSL 502	GRADUATE PORTFOLIO I	0	College of Social Sciences	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CNSL 503R	RESIDENCY I	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)
CNSL 513R	RESIDENCY II	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)

CNSL 523R	RESIDENCY III	1	College of Social Sciences	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)
CNSL 556	PORTFOLIO II	0	College of Social Sciences	Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.
COM 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.
COM 295T	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 340	MASS COMMUNICATION	3	School of Business	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication in the future.
COM 516	PROFESSIONAL COMMUNICATIONS	1	College of Education	This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	College of Education	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.
COM 537	ORGANIZATIONAL COMMUNICATIONS	3	School of Business	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	College of Social Sciences	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	COMMUNICATION STRATEGIES	1	School of Advanced Studies	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	College of Humanities and Sciences	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	School of Business	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	School of Business	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMM 470	COMMUNICATING IN THE VIRTUAL WORKPLACE	3	School of Business	This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.
COMP 295	BUSINESS COMMUNICATIONS	3	School of Business	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross- cultural, and multinational issues in business communication.

COMPROG	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program for Computer Programming.
COMPROGLAB	COMPUTER PROGRAMMING LAB	0	Non-College Specific	This is a workshop for the new BSIT program Computer Programming Labs.
CONFWKSP	CONFLICT RESOLUTION FOR STUDY GROUPS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
CPMGT 300	PROJECT MANAGEMENT	3	School of Business	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	School of Business	This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.
CPMGT 302	PROCUREMENT AND RISK MANAGEMENT	3	School of Business	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	School of Business	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	LEADING PROJECTS IN ORGANIZATIONS	3	School of Business	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	PROJECT MANAGEMENT CAPSTONE	3	School of Business	This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.
CPMGT 310	PROJECT MANAGEMENT METHODOLOGIES	3	School of Business	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY	3	School of Business	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to rapidly deliver improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning tracking, and tools for defining and measuring progress.
CPMGT 312	PROGRAM MANAGEMENT	3	School of Business	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	College of Social Sciences	This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.
CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	College of Social Sciences	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.
CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	College of Social Sciences	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	College of Social Sciences	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	College of Social Sciences	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	College of Social Sciences	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	College of Social Sciences	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.

CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	College of Social Sciences	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	College of Social Sciences	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	PROGRAM FACILITATION SKILLS	3	College of Social Sciences	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	College of Social Sciences	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.

CPSS 405	WORKING WITH SEX OFFENDERS	3	College of Social Sciences	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	College of Social Sciences	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	College of Social Sciences	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	College of Social Sciences	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	College of Social Sciences	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	College of Social Sciences	This course allows students to examine the complex correlation between of family dynamics and juvenile deliquency. Students explore topics related to prevention, development, and rehabilitation.

CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	College of Social Sciences	This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	College of Social Sciences	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	College of Social Sciences	This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	College of Social Sciences	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.

CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	College of Social Sciences	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	College of Social Sciences	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	CULTURE AND COMMUNICATION	3	School of Business	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	School of Business	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.

CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	School of Business	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 477	RACE AND CLASS IN THE MEDIA	3	School of Business	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.
CSS 422	SOFTWARE ARCHITECTURE	3	College of Information Systems and Technology	This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
CSS 562	PROGRAMMING CONCEPTS	3	College of Information Systems and Technology	This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CTEC 510	Overview of Career and Technical Education	3	College of Education	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	College of Education	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	College of Education	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.
CTEL 502	ASSESSMENT AND INSTRUCTION	4	College of Education	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards- based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDAIE such as resources, approaches and methods, listening and speaking, and reading and writing.

CTEL 503	CULTURE AND INCLUSION	4	College of Education	This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.
CTSKILLS	CRITICAL THINKING WORKSHOP	0	Non-College Specific	The ability to think critically, solve problems, and make decisions is a valuable skill that students will need to apply both in their professional lives and academic careers. Some decisions are routine and require little, if any, contemplation. Other decisions are complex and require a considerable amount of thought and reflection. This three hour seminar introduces students to the concept of assumptions in critical thinking and presents a model to aid in the examination of complex decisions. First, students are presented with a definition of assumptions, an explanation of how assumptions are developed, and an examination of strategies for identifying assumptions that drive their own behavior. It also presents the critical thinking definition of argument and how language is used to support or discredit arguments. Second, students are presented with a five-step problem solving model. Whether a complicated work problem, a difficult assignment at school, or a major life decision; this model gives students a tool for evaluating situations, developing alternatives, and shaping a plan of action.
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	College of Education	Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	College of Education	This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	College of Education	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	College of Education	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	College of Education	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	ADVOCATING FOR LEARNING	3	College of Education	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.

CUR 525	ETHICAL ISSUES IN EDUCATION	3	College of Education	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision- making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	ASSESSMENT OF LEARNING	3	College of Education	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	College of Education	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school- wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.
CUR 532	FACILITATING ONLINE LEARNING	3	College of Education	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	College of Education	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
CUR 540	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	College of Education	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	College of Education	Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.
CUR 550	ENGAGING IN COMMUNITIES OF PRACTICE	3	College of Education	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	College of Education	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high- quality staff development and learning networks.
CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	School of Advanced Studies	Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712	CURRICULUM THEORY	3	School of Advanced Studies	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	School of Advanced Studies	This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	CURRICULUM DESIGN	3	School of Advanced Studies	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	INSTRUCTIONAL MODELS	3	School of Advanced Studies	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	ASSESSMENT OF STUDENT LEARNING	3	School of Advanced Studies	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	School of Advanced Studies	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CVCEU 2100	THE 5 CHOICES(R) TO EXTRAORDINARY PRODUCTIVITY	1.6	School of Continuing Education	The ordinary just happens, but extraordinary - that's a choice. Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten the ability to think clearly, make good decisions, and accomplish what matters most leaving individuals worn out and unfulfilled. This course offers the exceptional FranklinCovey(R) The 5 Choices of Productivity. This course presents time management redefined for the twenty-first century offering insights to increase productivity of teams, individuals, and organizations while empowering individuals to make more selective, high-impact choices about where to invest valuable time, attention, and energy. This 16 instructional hour course issues 1.6 continuing education units.
CVCEU 2500	RULE YOUR TECHNOLOGY DON'T LET IT RULE YOU	0.6	School of Continuing Education	Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten our ability to think clearly, make good decisions, and accomplish what matters most, leaving individuals worn out and unfulfilled. This course covers Choice 4 from the exceptional FranklinCovey (TM) The 5 Choices of Productivity. This materials is time management redefined for the twenty-first century: offering insights to increase productivity through the use of technology. This course provides .6 continuing education units in one, 6-hour workshop.
CYB 205	Infrastructure Administration	3	College of Information Systems and Technology	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.

CYB 409	Information Systems Leadership, Projects and Operations	3	College of Information Systems and Technology	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 492	Capstone Bachelor Implementation	3	College of Information Systems and Technology	This capstone project is the implementation phase of the capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense and other Core Courses, and the twelve selected Elective courses.
DAT 335	User Interface Principles and Design	3	College of Information Systems and Technology	This course introduces principles and techniques of user interface design with particular emphasis on databases.
DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	School of Business	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.

DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	College of Information Systems and Technology	This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	College of Information Systems and Technology	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.
DBM 296	ADMINISTERING A SQL SERVER	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.
DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.

DBM 380	DATABASE CONCEPTS	3	College of Information Systems and Technology	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	DATABASE CONCEPTS	3	College of Health Sciences and Nursing	This course covers health care database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration within the health care industry.
DBM 384	SPECIAL PURPOSE DATABASES	3	College of Information Systems and Technology	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	College of Information Systems and Technology	This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	DATABASE MANAGEMENT	3	College of Information Systems and Technology	The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.
DEVQA 898	TEST COURSE 4	3	Non-College Specific	
DEVQA 899	TEST COURSE 5	3	Non-College Specific	
DEVQA 997	TEST COURSE 1	3	Non-College Specific	

DEVQA 998	TEST COURSE 2	4	Non-College Specific	
DEVQA 999	TEST COURSE 3	3	Non-College Specific	
DEVQA LAD	TEST COURSE 6	10	Non-College Specific	test course
DEVQA898	TEST COURSE 4	3	Non-College Specific	

DEVQA899	TEST COURSE 5	3	Non-College Specific	
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	School of Advanced Studies	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level. 3 credits.
DHA 714	HEALTH CARE MARKETING	3	School of Advanced Studies	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services. 3 credits.
DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	School of Advanced Studies	Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	HEALTH CARE ECONOMICS	3	School of Advanced Studies	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services. 3 credits.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	School of Advanced Studies	Contemporary administration requires a thorough understanding of governmental policy and regulatory development process. Students analyze the history of health financing legislation and regulatory implications of the Medicare and Medicaid programs. This course examines the impact of emerging social, economic, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	School of Advanced Studies	This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology. 3 credits.
DHA 724	GLOBALIZATION OF HEALTH CARE	3	School of Advanced Studies	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development. 3 credits.

DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	School of Advanced Studies	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision-making. Students will apply this science in the analysis of emerging health epidemics and diseases. 3 credits.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	School of Advanced Studies	This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings. 3 credits.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge. 3 credits.
DHAX 733	CONTEMPORARY LEADERSHIP ISSUES	3	School of Advanced Studies	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DISCWKSP	DISC FOR STUDY GROUPS	0	Non-College Specific	The DiSC for Study Groups is a class that provides a personality profile and behavioral profile for students to help them improve their communication and interaction with other study group members. It is designed to help students succeed in their study groups.
DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	School of Advanced Studies	This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	School of Advanced Studies	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 720N	PROPOSAL SEMINAR	3	School of Advanced Studies	This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 720R	DOCTORAL SEMINAR I	2	School of Advanced Studies	This 3-day residency course begins the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student's dissertation. This course will incorporate students from various doctoral programs/disciplines.
DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	School of Advanced Studies	This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines. 3 credits.
DOC 723	DOCTORAL SEMINAR II	3	School of Advanced Studies	This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the Proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, Human Subjects research requirements, and submission timelines.

DOC 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	School of Advanced Studies	This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.

DOC 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	School of Advanced Studies	This 3-day residency course is designed to facilitate the process through an approved doctoral proposal to final submission of the doctoral dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 735	RESEARCH PROPOSAL	3	School of Advanced Studies	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	DISSERTATION I	3	School of Advanced Studies	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736C	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC/737.

DOC 736IA	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IC	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736N1	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737

DOC 736N2	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737.
DOC 736N3	DISSERTATION I	3	School of Advanced Studies	The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737
DOC 737	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/ mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 737I	DISSERTATION II	3	School of Advanced Studies	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner/chair agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737N	DISSERTATION II	3	School of Advanced Studies	Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738B	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738C	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738IA	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IC	DISSERTATION DEFENSE	3	School of Advanced Studies	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N1	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 738N2	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 738N3	DEFENSE	3	School of Advanced Studies	In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.
DOC 740R	ANNUAL RENEWAL RESIDENCY	0	School of Advanced Studies	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
DOC 741	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.

DOC 741A	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	School of Advanced Studies	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 741R	ANNUAL RENEWAL RESIDENCY	2	School of Advanced Studies	This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.
DOC 742	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	School of Advanced Studies	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to the Concept Review.
DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will allow the student to submit to the Concept Review.

DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.

DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review of Methods.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with their chair and submit to Quality Review of Methods.
DOC 893	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 988	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 989	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 991	PROJECT CONTINUING ENROLLMENT I	0	School of Advanced Studies	This course will allow the student to submit to Quality Review Final.

DOC 992	PROJECT CONTINUING ENROLLMENT II	1	School of Advanced Studies	This course will provide the student time to work with the chair and submit to Quality Review Final.
DOC 993	DISSERTATION CONTINUING ENROLLMENT I	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 994	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	School of Advanced Studies	In this course, students will conduct the oral defense of their dissertation.
DOC 999	DOCTORAL DISSERTATION REVIEW FACULTY	0	School of Advanced Studies	Test course for doctoral dissertation review faculty.
DOCX 733	DOCTORAL DISSERTATION	3	School of Advanced Studies	This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 733A	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOCX 733B	DOCTORAL DISSERTATION	3	School of Advanced Studies	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOCX 734	DOCTORAL PROJECT IV	3	School of Advanced Studies	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734A	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOCX 734B	DOCTORAL PROJECT IV	3	School of Advanced Studies	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DSC 330	DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS	3	School of Business	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.

ECE 510	Effective Instruction for Early Childhood Education	3	College of Education	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	College of Education	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	College of Education	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	College of Education	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.

ECE 514	FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	College of Education	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	College of Education	This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.
ECH 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	College of Education	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	College of Education	This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self- evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	College of Education	This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.
ECH 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance young children's learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing children's problem-solving skills.
ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	College of Education	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	College of Education	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	College of Education	This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	College of Education	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	College of Education	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)	4	College of Education	This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on Kindergarten through Age 8 or through Grade 3 student teaching experiences.

ECH 598	EARLY CHILDHOOD STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 599	EARLY CHILDHOOD STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 365T	PRINCIPLES OF MICROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 370	ENVIRONMENTAL ECONOMICS	3	College of Humanities and Sciences	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	PRINCIPLES OF MACROECONOMICS	3	School of Business	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 561	ECONOMICS	3	School of Business	This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

EDCEU 1001	CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT	0.5	School of Continuing Education	Excellent classroom management is critical for new and experienced teachers alike. This professional development course focuses on strategies used in managing a positive classroom. Topics include management models, motivation, working with disruptive students, classroom expectations and procedures, and communication. Students will practice using multiple strategies for student engagement and classroom management. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1002	ASSESSMENT AND EVALUATION	0.5	School of Continuing Education	Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development course examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques. This course provides 0.5 continuing education units in one 5-hour course.
EDCEU 1003	DIFFERENTIATED LEARNING	0.5	School of Continuing Education	Differentiation is no easy feat. This professional development course will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading, and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills, and content area mastery, including selecting supplemental content area media for a variety of reading levels. This course provides 0.5 continuing education units in one, 5-hour course.
EDCEU 1004	POSITIVE BEHAVIOR AND SUPPORTS (PBIS)	0.5	School of Continuing Education	This course is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the planning process in their school.

EDCEU 1005	THE GIFTED AND TALENTED LEARNER	0.5	School of Continuing Education	This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and Creative Thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.
EDCEU 1006	HIGHER ORDER THINKING SKILLS	0.5	School of Continuing Education	Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development course examines the (HOTS) required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.
EDCEU 1007	THE HIGHLY EFFECTIVE SUBSTITUTE EDUCATOR	1.5	School of Continuing Education	This professional development course is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management, and instructional strategies that promote student learning.
EDCEU 1008	FLORIDA TEACHER CERTIFICATION EXAM GK TEST PREP	0.5	School of Continuing Education	This course prepares students for the Florida Teacher Certification General Knowledge Exam by reviewing key reading, English language skills and essay, as well as key mathematics topics.

EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	School of Advanced Studies	This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.
EDD 712	LEADERSHIP IN CONTEMPORARY ORGANIZATION	3	School of Advanced Studies	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 713	LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM	3	School of Advanced Studies	The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/ training and the military play in instilling a belief in lifelong learning is of focus.
EDD 714	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	School of Advanced Studies	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	PLANNING AND LEADING CHANGE	3	School of Advanced Studies	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	THE LEGAL CONTEXT OF EDUCATION	3	School of Advanced Studies	This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case laws and specific pieces of education legislation are reviewed.
EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	School of Advanced Studies	The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724	INSTRUCTIONAL LEADERSHIP	3	School of Advanced Studies	In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.

EDD 731	THE ECONOMICS OF EDUCATION	3	School of Advanced Studies	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	School of Advanced Studies	This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
EDD 733	EVALUATION AND ASSESSMENT METHODS	3	School of Advanced Studies	This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	School of Advanced Studies	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	School of Advanced Studies	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 721	INSTRUCTIONAL DESIGN	3	School of Advanced Studies	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	DISTANCE LEARNING	3	School of Advanced Studies	This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	School of Advanced Studies	This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.

EDT 731	SYSTEM ANALYSIS AND DESIGN	3	School of Advanced Studies	This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.
EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	School of Advanced Studies	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	TECHNOLOGY LEADERSHIP	3	School of Advanced Studies	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	FOUNDATIONS OF EDUCATION	3	College of Education	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.

EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	College of Education	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	College of Education	In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.
EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	College of Education	This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions-whether inherited through culture and tradition or consciously adopted-interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.
EDU 300	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

EDU 300CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	FOUNDATIONS OF EDUCATION	3	College of Education	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a preK-8 environment.

EDU 305CA	CHILD DEVELOPMENT	3	College of Education	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 311CA	MODELS AND THEORIES OF INSTRUCTION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	College of Education	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 321	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.
EDU 321CA	CLASSROOM MANAGEMENT	3	College of Education	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	ELEMENTARY EDUCATION SEMINAR	1	College of Education	This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EDUC 519	FOUNDATIONS OF EDUCATION	3	College of Education	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	CLASSROOM MANAGEMENT FOR EDUCATORS	3	College of Education	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION	3	College of Education	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	College of Education	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	College of Education	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	College of Education	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	TEACHING CRITICAL THINKING SKILLS	3	College of Education	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	College of Education	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	College of Education	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	College of Education	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	College of Education	This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420	ELEMENTARY METHODS - SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425	ELEMENTARY METHODS-HEALTH/PE	3	College of Education	This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430	ELEMENTARY METHODS - SOCIAL STUDIES	3	College of Education	This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435	ELEMENTARY METHODS - FINE ARTS	3	College of Education	This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 438CA	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	College of Education	This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data- collection tools designed to assess student learning.
EED 496	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.

EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

ELEC 710	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 711	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 712	PHD/HEA ELECTIVE	3	School of Advanced Studies	Elective courses for the Online Extended Studies in the PhD/HEA 001 program
ELEC 713	PHD I/O ELECTIVE	3	School of Advanced Studies	Elective course for PHD I/O program: PSYCH/780 or PSYCH/790

ELEC 714	DHA ELECTIVE	3	School of Advanced Studies	Placeholder for elective courses in the DHA program.
ELEC 725	DOCTORAL EXTENSION	3	School of Advanced Studies	Doctoral Extension
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 532	Creating an Effective Learning Environment	3	College of Education	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	College of Education	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	College of Education	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.

ELM 536	Social Studies Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	College of Education	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE	2	College of Education	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.

ELM 545	ELEMENTARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 583	Elementary Clinical Practice	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
ELM 586	ELEMENTARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
ELM 587	ELEMENTARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.
ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 599	ELEMENTARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	EMERGENCY PREPAREDNESS AND PLANNING	3	College of Health Sciences and Nursing	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	EMERGENCY SERVICES AND THE COMMUNITY	3	College of Health Sciences and Nursing	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350	MANAGING EMERGENCY RESPONSE OPERATIONS	3	College of Health Sciences and Nursing	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 100	CRITICAL READING AND COMPOSITION	3	College of Humanities and Sciences	This course develops the reading, writing and critical thinking skills that are essential for academic and life success.
ENG 101	EFFECTIVE ESSAY WRITING	3	College of Humanities and Sciences	Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.
ENG 102	RESEARCH WRITING	3	College of Humanities and Sciences	Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ENG 106	SURVEY OF LITERARY MASTERPIECES	3	College of Humanities and Sciences	This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 125	LITERATURE IN SOCIETY	3	College of Humanities and Sciences	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.
ENG 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	College of Humanities and Sciences	This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.
ENG 157	MULTICULTURAL LITERATURE	3	College of Humanities and Sciences	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 200	RHETORIC AND RESEARCH	3	College of Humanities and Sciences	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	College of Humanities and Sciences	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	MECHANICS OF WRITING	3	College of Humanities and Sciences	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	INTRODUCTION TO CREATIVE WRITING	3	College of Humanities and Sciences	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.

ENG 260	FOLKLORE AND FAIRYTALES	3	College of Humanities and Sciences	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.
ENG 265	THE SHORT STORY	3	College of Humanities and Sciences	This course examines the short story through notable works and writers.
ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	College of Humanities and Sciences	This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.
ENG 280	RHETORIC AND CRITICAL THINKING	3	College of Humanities and Sciences	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.

ENG 295	CHILDREN'S LITERATURE	3	College of Humanities and Sciences	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 301	AMERICAN ETHNIC LITERATURE	3	College of Humanities and Sciences	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	WRITING PROPOSALS	1	College of Humanities and Sciences	This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	College of Humanities and Sciences	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380	APPLIED LINGUISTICS	3	College of Humanities and Sciences	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 437	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	College of Humanities and Sciences	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	College of Humanities and Sciences	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.

ENG 491	AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political and social writings, and poetry will be read and discussed.
ENG 492	AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493	ENGLISH LITERATURE TO 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.
ENG 494	ENGLISH LITERATURE SINCE 1800	3	College of Humanities and Sciences	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 495	ADVANCED CREATIVE WRITING	3	College of Humanities and Sciences	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.
ENGPROF 01	ENGLISH COMPOSITION PROFICIENCY COURSE	0	College of Humanities and Sciences	This proficiency exam, which is a zero credit- bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.
ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	School of Business	This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	School of Business	This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.

ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	School of Business	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100M	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.
ENV 310	ENVIRONMENTAL MANAGEMENT	3	College of Humanities and Sciences	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	College of Humanities and Sciences	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 320	ENVIRONMENTAL LAW	3	College of Humanities and Sciences	This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.
ENV 340	ENERGY AND THE ENVIRONMENT	3	College of Humanities and Sciences	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.
ENV 410	ENVIRONMENTAL TOXICOLOGY	3	College of Humanities and Sciences	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	ENVIRONMENTAL RISK ASSESSMENT	3	College of Humanities and Sciences	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 431	PUBLIC POLICY ANALYSIS	3	College of Humanities and Sciences	This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 125	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	College of Humanities and Sciences	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter- related nature of ethics, morality, legal responsibility, and social issues.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	School of Business	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights.
ETH 328	DATA ETHICS AND SECURITY	3	School of Business	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	ACCOUNTING ETHICS	3	School of Business	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

EXAM 799	COMPREHENSIVE EXAMINATION	1	School of Advanced Studies	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.
FIN 366	FINANCIAL INSTITUTIONS	3	School of Business	This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.
FIN 370	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 370T	FINANCE FOR BUSINESS	3	School of Business	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	School of Business	This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
FIN 402	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	School of Business	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	WORKING CAPITAL MANAGEMENT	3	School of Business	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to- day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.
FIN 415	CORPORATE RISK MANAGEMENT	3	School of Business	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419	FINANCE FOR DECISION MAKING	3	School of Business	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	PERSONAL FINANCIAL PLANNING	3	School of Business	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	School of Business	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction ad contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	School of Business	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 444	MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING	3	School of Business	This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467	REAL ESTATE INVESTMENT	3	School of Business	This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	CORPORATE FINANCE	3	School of Business	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 572	HEALTHCARE FINANCE	3	School of Business	This course applies healthcare finance concepts to make effective management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include reimbursement strategies, cash flow, working capital, capital budgets, and long-term financing.
FIN 575	PROJECT BUDGET AND FINANCE	3	School of Business	This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
FIN 580	GLOBAL CAPITAL MARKETS	3	School of Business	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	FINANCIAL CONTROLLING	3	School of Business	This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590	AUDIT AND COMPLIANCE MANAGEMENT	3	School of Business	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	REAL ESTATE INVESTMENT	3	School of Business	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 592	MERGERS AND ACQUISITIONS	3	School of Business	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 593	INVESTMENT BANKING	3	School of Business	This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	School of Advanced Studies	This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP/IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.
FNP 001	FNP ORIENTATION	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
FP 100T	EVERYDAY ECONOMICS AND FINANCES	3	College of Humanities and Sciences	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FP 101	FOUNDATIONS OF PERSONAL FINANCE	3	College of Humanities and Sciences	This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

GBM 380	GLOBAL BUSINESS	3	School of Business	This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.
GBM 381	INTERNATIONAL TRADE	3	School of Business	This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.
GEN 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	College of Humanities and Sciences	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEN 480	INTERDISCIPLINARY CAPSTONE COURSE	3	College of Humanities and Sciences	This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

GEO 180	PHYSICAL GEOGRAPHY	3	College of Humanities and Sciences	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GFT 500	Teaching Gifted and Talented Learners	3	College of Education	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	College of Education	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	College of Education	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.

GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	College of Education	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GHA 548	FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS	3	College of Health Sciences and Nursing	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	College of Health Sciences and Nursing	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.
GHS 573	INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY	3	College of Criminal Justice and Security	This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	College of Criminal Justice and Security	This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.
GHS 593	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	College of Criminal Justice and Security	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

GLG 220	PHYSICAL GEOLOGY	3	College of Humanities and Sciences	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.
GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	School of Business	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	School of Business	This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

HCA 210	INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE	3	College of Health Sciences and Nursing	This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220	THE LANGUAGE OF HEALTH CARE	3	College of Health Sciences and Nursing	This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230	COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.
HCA 240	HEALTH & DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY	3	College of Health Sciences and Nursing	This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250	THE PSYCHOLOGY OF HEALTH	3	College of Health Sciences and Nursing	In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.
HCA 260	HEALTH CARE'S LAW AND ETHICS ENVIRONMENT	3	College of Health Sciences and Nursing	This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.
HCA 270	FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.

HCIS 245	FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.
HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 255	STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.
HCIS 265	MEDICAL HEALTH INFORMATION	3	College of Health Sciences and Nursing	This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 275	PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS	3	College of Health Sciences and Nursing	Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.
HCIS 305	TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and types of provider service models in the health care delivery systems. Topics will include common disease management and processes that impact the delivery of health care services.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	College of Health Sciences and Nursing	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCM 440	HEALTH CARE DATA ANALYTICS	3	School of Business	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCR 201	MEDICAL BILLING AND CODING	3	College of Health Sciences and Nursing	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.

HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	College of Health Sciences and Nursing	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.
HCR 210	PATIENT RECORDS: KEEPING IT REAL	3	College of Health Sciences and Nursing	Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.
HCR 220	CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH	3	College of Health Sciences and Nursing	Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.
HCR 230	CLAIMS PREPARATION II: FOOTING THE BILLS	3	College of Health Sciences and Nursing	This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240	COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO	3	College of Health Sciences and Nursing	This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	College of Health Sciences and Nursing	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.

HCS 207	Introduction to Medical Terminology	3	College of Health Sciences and Nursing	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	ANATOMY AND PHYSIOLOGY I	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	College of Health Sciences and Nursing	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.

HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	College of Health Sciences and Nursing	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	College of Health Sciences and Nursing	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.

HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	College of Health Sciences and Nursing	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 310	HEALTH CARE DELIVERY IN THE UNITED STATES	3	College of Health Sciences and Nursing	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 320	HEALTH CARE COMMUNICATION STRATEGIES	3	College of Health Sciences and Nursing	This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.
HCS 325	HEALTH CARE MANAGEMENT	3	College of Health Sciences and Nursing	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 330	INTRODUCTION TO HEALTH AND DISEASE	3	College of Health Sciences and Nursing	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	College of Health Sciences and Nursing	This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.
HCS 341	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	ORGANIZATIONAL BEHAVIOR	3	College of Health Sciences and Nursing	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	HEALTH CARE ACCOUNTING	3	College of Health Sciences and Nursing	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	College of Health Sciences and Nursing	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 429CA	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs, and systems that affect the health of the human body.
HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	College of Health Sciences and Nursing	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	College of Health Sciences and Nursing	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.
HCS 436	PATHOPHYSIOLOGY	3	College of Health Sciences and Nursing	This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.
HCS 437	LONG-TERM CARE ADMINISTRATION	3	College of Health Sciences and Nursing	This course introduces students to the organization and management of long-term care. The impact of state and federal regulations are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long-term care.
HCS 446	FACILITY PLANNING	3	College of Health Sciences and Nursing	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.

HCS 449	HEALTH ADMINISTRATION CAPSTONE	3	College of Health Sciences and Nursing	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	College of Health Sciences and Nursing	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	College of Health Sciences and Nursing	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.
HCS 456	RISK MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.

HCS 457	PUBLIC AND COMMUNITY HEALTH	3	College of Health Sciences and Nursing	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	HEALTH CARE RESEARCH UTILIZATION	3	College of Health Sciences and Nursing	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements evidence based research within health care.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	College of Health Sciences and Nursing	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCS 478	HEALTH LAW AND ETHICS	3	College of Health Sciences and Nursing	The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.

HCS 482	HEALTH CARE INFORMATICS	3	College of Health Sciences and Nursing	This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.
HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	College of Health Sciences and Nursing	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 490	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	College of Health Sciences and Nursing	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 499	HEALTH CARE STRATEGY CAPSTONE	3	College of Health Sciences and Nursing	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.

HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	1	College of Health Sciences and Nursing	This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 507	ADVANCED PHARMACOTHERAPEUTICS	3	College of Health Sciences and Nursing	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.
HCS 510	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.
HCS 529	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	College of Health Sciences and Nursing	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542	HEALTH CARE RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	College of Health Sciences and Nursing	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	College of Health Sciences and Nursing	This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 589	HEALTH CARE STRATEGIC MANAGEMENT	3	College of Health Sciences and Nursing	This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	School of Advanced Studies	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non- secular), and goals of education from classical times through modern American higher education.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	School of Advanced Studies	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	School of Advanced Studies	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.

HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	School of Advanced Studies	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.
HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	School of Advanced Studies	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	School of Advanced Studies	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	School of Advanced Studies	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.

HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	School of Advanced Studies	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.
HINF 500	INFORMATICS FOR HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	THE SYSTEMS LIFE CYCLE	3	College of Health Sciences and Nursing	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy- in from stakeholders.
HINF 520	DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION	3	College of Health Sciences and Nursing	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.

HIS 110CA	U.S. HISTORY TO 1865	3	College of Humanities and Sciences	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 120CA	U.S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.
HIS 125	US HISTORY FROM 1865 TO 1945	3	College of Humanities and Sciences	This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.
HIS 135	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the US by applying an historical perspective to analyze contemporary issues.

HIS 265	HAWAII: HISTORY AND CULTURE	3	College of Humanities and Sciences	This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi- cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.
HIS 276CA	GLOBAL CIVILIZATIONS 1400-1700	3	College of Humanities and Sciences	This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 301	UNITED STATES CONSTITUTION	3	College of Humanities and Sciences	This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution know as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	CALIFORNIA STATE HISTORY	3	College of Humanities and Sciences	This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

HIS 311	NEVADA AND U.S. CONSTITUTION	3	College of Humanities and Sciences	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 335	EUROPE AND THE WORLD WARS	3	College of Humanities and Sciences	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	ANCIENT WORLDS	3	College of Humanities and Sciences	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	THE HISTORY OF AFRICA	3	College of Humanities and Sciences	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 510	AZ CONSTITUTION	1	College of Education	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.
HIS 511	U.S. CONSTITUTION	1	College of Education	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIT 300	INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY	3	College of Information Systems and Technology	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	HEALTH INFORMATION SYSTEMS SUPPORT	3	College of Information Systems and Technology	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.

HIT 400	ELECTRONIC HEALTH RECORDS MANAGEMENT	3	College of Information Systems and Technology	This course covers Electronic Health Records (EHR) Management. Content includes governmental regulations, patient information management, and system integration. Coursework explores configuring EHRs, addressing vendor-specific systems, and the fundamentals of health workflow process analysis.
HIT 450	IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	College of Education	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	School of Business	This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 475	HOSPITALITY DECISION ANALYSIS	3	School of Business	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality. organization.
HM 476	HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE	3	School of Business	This applied capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	School of Business	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	College of Education	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION	3	College of Health Sciences and Nursing	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS	3	College of Health Sciences and Nursing	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	EVALUATION AND ASSESSMENT METHODOLOGIES	3	College of Health Sciences and Nursing	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRCEU 1000	COACHING ESSENTIALS	0.6	School of Continuing Education	Business leaders are expected to help their team meet or exceed expectations by driving productivity and profitability for the organization. Coaching is a leadership tool used to improve performance and contribute to achieving the goals of the organization. In this course, students will explore the benefits of coaching, coaching approaches, how to develop an action plan, and methods for ensuring the coaching process is successful. This course provides 0.6 continuing education units in one, 6-hour workshop.

HRCEU 2000	WORKING WITH A GENERATIONALLY-DIVERSE WORKFORCE	0.6	School of Continuing Education	Human resource professionals communicate with a multigenerational workforce across all levels of an organization. Having a foundational knowledge of the behavioral characteristics of different generations is important to your success as an HR professional. Learners will gain an understanding of the generational differences, adapt their communication and work styles, and apply conflict intervention and resolution practices. This course provides .6 continuing education units, in one - 6 hour workshop.
HRCEU 2220	CHANGE MANAGEMENT	0.6	School of Continuing Education	Critical to any organization's success is the ability to facilitate effective change. The ability to effectively manage and adapt to change requires an understanding of various levels of change and methods of bringing about change. This course explores the fundamentals of change management and how it is of benefit to organizations in an era of constant transformation. Students will learn the steps of the change process, obstacles to change, strategies used to manage and adapt to change, as well as how to address the uncertainty that change brings about in order to move others forward. This course provides 0.6 continuing education units in one, 6-hour workshop.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	School of Business	This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	CHANGE MANAGEMENT	3	School of Business	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324	TOTAL COMPENSATION	3	School of Business	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326	EMPLOYEE DEVELOPMENT	3	School of Business	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	School of Business	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	School of Business	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	School of Business	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 531	HUMAN CAPITAL MANAGEMENT	3	School of Business	This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 546	HUMAN RESOURCE LAW	3	School of Business	This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548	RECRUITMENT AND RETENTION PRACTICES	3	School of Business	This course prepares students to evaluate and develop a a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	School of Business	This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.
HRM 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	School of Business	This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.
HRM 595	HUMAN RESOURCE CAPSTONE COURSE	3	School of Business	This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.

HRTP 2000	SHRM-CP (TM)/SHRM-SCP (TM) CERTIFICATION PREPARATION	4	School of Continuing Education	In today's ever-changing workplace, human resource professionals are assuming more responsibilities in organizations and contributing to the achievement of strategic goals by hiring and retaining talented employees. Whether you are seeking certification, recertification, or professional development opportunities, the SHRM-CP (TM)/SHRM- SCP (TM) certification preparation course offers accelerated and comprehensive training on the Body of Competency and Knowledge (SHRM BoCK (TM)), focusing on the People, Organization, Workplace, and Strategy knowledge domains. The course also covers the eight behavioral competencies for human resources professionals: Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, and Communications. Students will gain or improve human resources knowledge and skills by using practical and real-life information, online assessments and practice tests, and creating a personal study plan, through the use of the SHRM Learning
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	College of Social Sciences	This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.
HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	College of Social Sciences	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	College of Social Sciences	This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.

HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	College of Social Sciences	This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	College of Social Sciences	This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person's ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.
HS 255	HUMAN SERVICE CAPSTONE COURSE	3	College of Social Sciences	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.
HSM 210	HUMAN SERVICES IN THE UNITED STATES	3	College of Social Sciences	This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220	HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE	3	College of Social Sciences	This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	College of Social Sciences	This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.
HSM 240	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	College of Social Sciences	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	College of Social Sciences	This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	College of Social Sciences	This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.
HSN 300	PHARMACOLOGY I	4	College of Health Sciences and Nursing	This course examines the registered nurse's role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
HSN 301	PHARMACOLOGICAL INTERVENTIONS I	3	College of Health Sciences and Nursing	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.
HSN 310	PHARMACOLOGY II	4	College of Health Sciences and Nursing	This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence- based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

HSN 311	PHARMACOLOGICAL INTERVENTIONS II	3	College of Health Sciences and Nursing	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	HEALTH INFORMATION TECHNOLOGY FOR NURSING	3	College of Health Sciences and Nursing	This course examines electronic modalities that assists in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	College of Health Sciences and Nursing	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 471	POLICY, LAW AND ETHICAL CONSIDERATIONS	2	College of Health Sciences and Nursing	This course examines legal and ethical decision making, health policy development, legislation, and regulation in the context of nursing practice.

HSN 476	HEALTHCARE POLICY AND FINANCIAL MANAGEMENT	3	College of Health Sciences and Nursing	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
HSN 548	ROLE OF THE HEALTH CARE/NURSING EDUCATOR	3	College of Health Sciences and Nursing	Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	College of Health Sciences and Nursing	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	College of Health Sciences and Nursing	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	College of Health Sciences and Nursing	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	College of Health Sciences and Nursing	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

HSN 590	ADVANCED PHARMOCOTHERAPEUTICS	3	Non-College Specific	This course is designed to provide the nursing student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HST 155	U. S. HISTORY TO 1865	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. HISTORY 1865 TO 1945	3	College of Humanities and Sciences	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	College of Humanities and Sciences	This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.

HST 206	LATIN AMERICA	3	College of Humanities and Sciences	This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.
HST 275	GLOBAL CIVILIZATIONS TO 1500	3	College of Humanities and Sciences	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	College of Humanities and Sciences	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 290	HISTORIANS AND HISTORY	3	College of Humanities and Sciences	This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.

HST 320	HISTORY RESEARCH METHODS	3	College of Humanities and Sciences	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	AMERICAN REVOLUTION	3	College of Humanities and Sciences	This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.
HST 498	HISTORY CAPSTONE	3	College of Humanities and Sciences	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 201	INTRODUCTION TO HOSPITALITY	3	School of Business	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	School of Business	This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT IN HOSPITALITY	3	School of Business	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	School of Business	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
HTT 241	FOOD AND BEVERAGE MANAGEMENT	3	School of Business	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 251	HOSPITALITY OPERATIONS	3	School of Business	This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.
HUM 105	WORLD MYTHOLOGY	3	College of Humanities and Sciences	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 111	CRITICAL AND CREATIVE THINKING	3	College of Humanities and Sciences	This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.
HUM 115	CRITICAL THINKING IN EVERYDAY LIFE	3	College of Humanities and Sciences	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 130	RELIGIONS OF THE WORLD	3	College of Humanities and Sciences	This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.
HUM 150	INTRODUCTION TO FILM STUDIES	3	College of Humanities and Sciences	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 176	MEDIA AND AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	College of Humanities and Sciences	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

HUM 300	THE GLOBAL VILLAGE	1	College of Humanities and Sciences	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	INTEGRATIVE STUDIES	3	College of Humanities and Sciences	This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	DATA MODELING	3	College of Information Systems and Technology	This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

IM 310	DATA ANALYTICS AND MODELING	3	College of Information Systems and Technology	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IND 701	INDEPENDENT STUDY I	3	School of Advanced Studies	The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
INTNETWKSP	INTRO TO THE INTERNET	0	Non-College Specific	This is not an actual course. It is entered as a means of scheduling a non-academic activity.
IOP 455	PROFESSIONAL ETHICS	3	College of Social Sciences	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	ORGANIZATIONAL CULTURES	3	College of Social Sciences	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	GROUP DYNAMICS	3	College of Social Sciences	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	ASSESSMENT TOOLS FOR ORGANIZATIONS	3	College of Social Sciences	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	CAPSTONE PROJECT	3	College of Social Sciences	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 305	SYSTEMS OPERATIONS MANAGEMENT	3	School of Business	This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.
ISCOM 361	PURCHASING AND PROCUREMENT	3	School of Business	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.
ISCOM 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	School of Business	This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.
ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	School of Business	This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	School of Business	This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.
ISCOM 385	INVENTORY AND MATERIALS MANAGEMENT	3	School of Business	This course provides an overview of the strategic role that inventory plays in the modern logistics environment. Topics include inventory models, regulations, outsourcing, material handling, procurement, continuous improvement, inventory control, and measuring inventory productivity.
ISCOM 386	SERVICE OPERATIONS MANAGEMENT	3	School of Business	The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.
ISCOM 424	END-TO END SUPPLY CHAIN MANAGEMENT	3	School of Business	This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 472	LEAN ENTERPRISE	3	School of Business	This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.
ISCOM 473	GLOBAL SOURCING AND PROCUREMENT	3	School of Business	This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	School of Business	This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	SUPPLY CHAIN MANAGEMENT CAPSTONE	3	School of Business	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IT domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.
IST 721	KNOWLEDGE WORKER INFORMATION SYSTEMS	3	School of Advanced Studies	In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722	INFORMATION TECHNOLOGY FOR TEAMS	3	School of Advanced Studies	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	School of Advanced Studies	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IT domains within an organization.
IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	School of Advanced Studies	This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IT domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.
IST 733	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	College of Information Systems and Technology	Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.
IT 205	MANAGEMENT OF INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 206	PC APPLICATIONS SUPPORT	3	College of Information Systems and Technology	This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.
IT 210	FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object- oriented programming concepts, terminology, and notation.
IT 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
IT 235	IMAGE EDITING AND IMPLEMENTATION	3	College of Information Systems and Technology	Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop Elements is required for this class.
IT 236	INTRO TO WEB DESIGN I	3	College of Information Systems and Technology	Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.

IT 237	INTRO TO WEB DESIGN II	3	College of Information Systems and Technology	Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.
IT 238	WEB SYSTEMS	3	College of Information Systems and Technology	This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
IT 240	INTRO TO LAN TECHNOLOGIES	3	College of Information Systems and Technology	This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, basic networking security concepts.
IT 241	INTRO TO W-LAN TECHNOLOGIES	3	College of Information Systems and Technology	Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242	INTRO TO WAN TECHNOLOGIES	3	College of Information Systems and Technology	This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244	INTRO TO IT SECURITY	3	College of Information Systems and Technology	Concepts of General IT security and its rationale will be introduced. Content includes contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.
IT 260	INTRO TO DESKTOP DATABASES	3	College of Information Systems and Technology	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.
IT 261	ADVANCED DESKTOP DATABASES	3	College of Information Systems and Technology	This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264	INTRODUCTION TO SQL	3	College of Information Systems and Technology	This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
IT 265	MANAGING THE DATABASE ENVIRONMENT	3	College of Information Systems and Technology	This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
IT 280	COMPUTER HARDWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
IT 282	COMPUTER SOFTWARE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284	ENTERPRISE COMPUTER SUPPORT	3	College of Information Systems and Technology	This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.
IT 286	COMPUTER MAINTENANCE AND TROUBLESHOOTING	3	College of Information Systems and Technology	This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
JRN 310	INTRODUCTION TO JOURNALISM	3	School of Business	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	RESEARCH FOR JOURNALISM	3	School of Business	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330	JOURNALISTIC WRITING I	3	School of Business	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	JOURNALISTIC WRITING II	3	School of Business	This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350	CONTROVERSIAL ISSUES IN JOURNALISM	3	School of Business	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	STORYTELLING: A MULTIMEDIA APPROACH	3	School of Business	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

LAW 441	BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS	3	School of Business	This course provides students with overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.
LAW 531	BUSINESS LAW	3	School of Business	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	College of Criminal Justice and Security	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	School of Business	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	School of Business	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	School of Business	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	School of Business	This course we will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.
LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	School of Business	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.

LDCEU 1000	APPLYING LEADERSHIP PRINCIPLES	0.6	School of Continuing Education	Dynamic leaders exhibit critical leadership skills to effectively set the direction for the team and organization. Solid leadership inspires others and motivates the team to perform at a higher level, increasing productivity. In this course, you will learn the principles of effective leadership and practical strategies to apply on the job to improve your performance as a leader within your work group or organization. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1005	DEVELOPING YOURSELF AS A LEADER	0.6	School of Continuing Education	As a first-time manager or team lead, individuals will need to develop a skillset as a leader in order to be successful. This course will provide methods for new managers to perform a personal assessment to identify areas for improvement and apply strategies to develop and grow leadership capabilities. New managers will learn best practices and proven techniques and strategies that can be leveraged to grow leadership skills. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 1010	PRACTICAL LEADERSHIP	0.6	School of Continuing Education	Recently promoted managers, successful employees or other individual contributors who seek to become more influential in their organization require an expanded understanding of leadership. In this course, students will explore the practical skills needed to transition from being an individual contributor to becoming a leader of diverse teams to achieve business results. This course provides 0.6 continuing education units in one, 6-hour workshop.
LDCEU 5000	MANAGERIAL LEADERSHIP	0.6	School of Continuing Education	In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.

LDR 300	INNOVATIVE LEADERSHIP	3	School of Business	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 531	ORGANIZATIONAL LEADERSHIP	3	School of Business	This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LDR 533	LEADERSHIP FOR HEALTHCARE ORGANIZATIONS	3	School of Business	This course prepares students to apply leadership principles specific to the healthcare industry. Students will learn about the relationship between healthcare providers, physicians, and the organization. Other topics include organizational culture, group behavior, motivation, power, politics, and organizational change specific to healthcare organizations.
LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	School of Advanced Studies	In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework-all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.

LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	School of Advanced Studies	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	School of Advanced Studies	This course explores successful leadership and controversial issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that create a balanced value in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

LDR 736	ARCHITECTURE OF LEADERSHIP	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short- and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.
LEO 563	LAW ENFORCEMENT INTELLIGENCE OPERATIONS	3	College of Criminal Justice and Security	This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.
LEO 573	ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING	3	College of Criminal Justice and Security	This course explores methods to track and measure an organization's overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.
LEO 583	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	College of Criminal Justice and Security	This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	College of Criminal Justice and Security	This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	College of Humanities and Sciences	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	College of Humanities and Sciences	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	College of Humanities and Sciences	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	College of Humanities and Sciences	This course is a survey of American Literature since 1860.
LIT 304	SHAKESPEARE	3	College of Humanities and Sciences	This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	College of Humanities and Sciences	This course examines the American novel through major genres and authors.
LIT 330	MODERN POETRY	3	College of Humanities and Sciences	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	LITERARY THEORY AND CRITICISM	3	College of Humanities and Sciences	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	LITERATURE OF THE FANTASTIC	3	College of Humanities and Sciences	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	INTRODUCTION TO LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	MANAGEMENT WITHIN THE LIFESPAN INDUSTRY	3	College of Health Sciences and Nursing	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	REGULATIONS IN LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT	3	College of Health Sciences and Nursing	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	LIFESPAN MANAGEMENT CAPSTONE	3	College of Health Sciences and Nursing	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	College of Health Sciences and Nursing	This course provides an overview of programs and products related to our rapidly expanding long- term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

LTC 315	ALTERNATIVE LIVING ENVIRONMENTS	3	College of Health Sciences and Nursing	This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.
LTC 328	LEGAL PERSPECTIVES IN AGING	3	College of Health Sciences and Nursing	This course will focus on the legal and regulatory issues related to today's long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.
MACEU 2010	GOOGLE(R) ANALYTICS	0.6	School of Continuing Education	In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions which impact their future course. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis becomes informed decision-making. This course provides 0.6 continuing education units over one 6-hour workshop.
MAT 001	MATH PLACEMENT EXAM A	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.

MAT 002	MATH PLACEMENT EXAM B	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 003	MATH PLACEMENT EXAM C	0	College of Humanities and Sciences	This placement exam, which is not credit- bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.
MAT 116	ALGEBRA 1A	3	College of Humanities and Sciences	This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra IB.
MAT 117	ALGEBRA 1B	3	College of Humanities and Sciences	This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.

MAT 207	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MAT 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MBL 400	MOBILE FUNDAMENTALS	3	College of Information Systems and Technology	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML 5, CSS, and JavaScript for mobile devices. Upon completion, participants will be able to plan, design and create simple mobile applications.

MBL 402	ANDROID MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for Android. Topics include use of the Android APIs, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 404	ANDROID MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in Android Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.
MBL 406	IOS MOBILE DEVELOPMENT	3	College of Information Systems and Technology	This course will cover the basics of coding for iOS. Topics include Objective-C, persistent data retrieval and storage, testing, and publishing. Upon completion of the course, participants will be able to develop, test, debug and publish working mobile applications.
MBL 408	IOS MOBILE IMPLEMENTATION	3	College of Information Systems and Technology	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include security, multithreading, and monetization. Upon completion of the course, participants will be able to both develop useful mobile applications and implement monetization strategies.

MDT 523	LEGAL AND ETHICAL ISSUES IN MEDIATION	3	College of Social Sciences	Students will examine the differences and similarities between practicing mediation and other professions, such as law and psychological counseling. Students will focus on the legal and ethical issues in mediation, especially conflicts of interest, mediator neutrality, confidentiality, mediator liability, and enforceability of mediation agreements. The course will address state licensing and certification requirements, statutes, and case law as they pertain to the professional and community-based volunteer mediators. Additionally, students will examine mediation codes of conduct and standards of practice.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	College of Social Sciences	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 552	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.

MFCC 556	FAMILY SYSTEMS THEORY	3	College of Social Sciences	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561	FAMILY INTERVENTIONS	3	College of Social Sciences	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.
MFCC 591O	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	College of Social Sciences	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	PRACTICUM	3	College of Social Sciences	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597B	INTERNSHIP B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C	INTERNSHIP	3	College of Social Sciences	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	College of Social Sciences	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MGCEU 1000	MANAGING ORGANIZATIONAL GOALS	0.6	School of Continuing Education	Managers are responsible for setting the goals for their team and for managing their work. Organizational goals can often get lost in layers of management and not get communicated to the individual contributors. In the absence of goals, employees can feel unmotivated or can even set their own goals for achievement, which can result in poor and conflicting team performance. In this course, students will develop the necessary skills to establish tactical goals for their team based on organizational directives, and create and manage action plans to achieve these goals. This course provides 0.8 continuing education units in two, 4-hour workshops.
MGCEU 1005	WHAT GOOD MANAGERS DO: THE FIRST 100 DAYS	0.6	School of Continuing Education	Taking on a management role can be a bit scary. Understanding how to conduct performance appraisals, monitor work processes, communicate effectively with team members, build an internal network of supportive colleagues, and avoid common management pitfalls can be overwhelming for a new manager. This course provides the basics of effective management key for the first 100 days on the job. Topics include managerial responsibilities and skills such as the ability to resolve conflicts, coach teams to optimal performance, and serve as an advocate for their team within the wider corporate structure. This course provides 0.6 continuing education units in one, 6-hour workshop.
MGCEU 1010	EFFECTIVE MANAGEMENT	0.6	School of Continuing Education	The world of business is increasingly centered on the interaction of different teams, both within and outside the organization. The success of a team within a company is often directly linked to the ability of a manager to lead and manage the team effectively. In order to perform the job well, the manager must understand the different roles of those on the team. A manager should be trained to develop the capabilities of all team members and address issues as soon as they surface. This course will help students gain an understanding of the fundamentals of becoming an effective manager for their team. This course provides 0.6 continuing education units in one, 6-hour workshop.

MGT 230	MANAGEMENT THEORY AND PRACTICE	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	School of Business	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	HOSPITALITY ENTREPRENEURSHIP	3	School of Business	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	School of Business	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 360	GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT	3	School of Business	This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.
MGT 362	CHANGE MANAGEMENT AND IMPLEMENTATION	3	School of Business	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	School of Business	This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 411	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	School of Business	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	EVALUATING NEW BUSINESS OPPORTUNITIES	3	School of Business	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 420	MANAGING QUALITY IN THE SUPPLY CHAIN	3	School of Business	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	EMPLOYMENT LAW	3	School of Business	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	School of Business	This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.
MGT 448	GLOBAL BUSINESS STRATEGIES	3	School of Business	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises. (3 credits; 5 weeks) Prereq: none
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	School of Business	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.
MGT 498	STRATEGIC MANAGEMENT	3	School of Business	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

MGT 521	MANAGEMENT	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.
MGT 527	CONSULTING	3	School of Business	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	School of Business	This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 539	THE GLOBAL ECONOMY	3	School of Business	This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.

MGT 557	NEGOTIATION, POWER, AND POLITICS	3	School of Business	This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.
MGT 567	ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course prepares students to align an organization's social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.
MGT 598	CONSULTING PROJECT	3	School of Business	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	School of Advanced Studies	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.

MGT 716	MANAGEMENT PHILOSOPHIES	3	School of Advanced Studies	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	School of Advanced Studies	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	EMERGING MANAGERIAL PRACTICES	3	School of Advanced Studies	This course prepares students to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, students will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizational leaders are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches to meet the challenges of the future of work.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	School of Advanced Studies	This course empowers students to manage complexity and lead organizations through strategic decision making. Students focus on managing information systems and theoretical and practical frameworks to enable organizational performance and innovation.

MHA 505	SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS	3	College of Health Sciences and Nursing	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS	3	College of Health Sciences and Nursing	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	LEVERAGING INFORMATICS IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures wtihin organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.

MHA 515	SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT	3	College of Health Sciences and Nursing	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE	3	College of Health Sciences and Nursing	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organziations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES	3	College of Health Sciences and Nursing	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	The learner will begin to exemplify the traits of Adaptive Leadership in the context of the health sector. Topics include leading in complex environments (transparency and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and collaboration, concepts of power and professional culture.

MHA 543	TACKLING THE TALENT WAR IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and enagement.
MHA 560	CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR	3	College of Health Sciences and Nursing	Learners will examine strategies for successfully elevating the role of the health care organization through a well- defined "brand". Topics will include brand-as- promise, brand-as-experience, and brand-as- emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE	3	College of Health Sciences and Nursing	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 310	PERSONAL SELLING	3	School of Business	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	School of Business	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
MKT 360	SALES FORCE MANAGEMENT	3	School of Business	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	MARKETING	3	School of Business	This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.

MKT 431	SMALL BUSINESS MARKETING	3	School of Business	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.
MKT 435	CONSUMER BEHAVIOR	3	School of Business	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.
MKT 438	PUBLIC RELATIONS	3	School of Business	This course provides an introduction to the field of public relations. Topics covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship building strategies; and ethics and public relations. (3 credits; 5 weeks)
MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	School of Business	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.

MKT 441	MARKETING RESEARCH	3	School of Business	This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.
MKT 443	SOCIAL MEDIA MARKETING	3	School of Business	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	HOSPITALITY MARKETING	3	School of Business	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer- relationships through marketing.
MKT 446	SEARCH ENGINE OPTIMIZATION	3	School of Business	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.

MKT 447	ADVERTISING AND CREATIVE STRATEGY	3	School of Business	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.
MKT 448	WEB ANALYTICS FOR DIGITAL MARKETING	3	School of Business	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	School of Business	This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.
MKT 498	INTEGRATED MARKETING STRATEGY	3	School of Business	This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 544	INTEGRATED MARKETING COMMUNICATIONS	3	School of Business	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 554	CONSUMER BEHAVIOR	3	School of Business	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	ADVANCED INTERNATIONAL MARKETING	3	School of Business	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 571	MARKETING	3	School of Business	This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 578	PUBLIC RELATIONS	3	School of Business	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.
MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	School of Business	In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	School of Advanced Studies	This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet- based customer information.
MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	College of Criminal Justice and Security	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	College of Criminal Justice and Security	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	College of Criminal Justice and Security	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	PUBLIC BUDGETING	3	College of Criminal Justice and Security	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	PROGRAM EVALUATION	3	College of Criminal Justice and Security	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	College of Criminal Justice and Security	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy-making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	College of Criminal Justice and Security	Students are required to apply the knowledge learned in the MPA program to a cumulative project.
MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	College of Criminal Justice and Security	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MTE 001	Orientation to Teacher Education	0	College of Education	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	College of Education	This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	CHILD AND ADOLESCENT DEVELOPMENT	2	College of Education	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 507	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 507CA	ORIENTATION TO TEACHER EDUCATION	0	College of Education	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	College of Education	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	College of Education	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 512	Teaching the Exceptional Learner	3	College of Education	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	College of Education	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	College of Education	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	College of Education	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.

MTE 518	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	College of Education	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	College of Education	This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.
MTE 529	READING AND PHONOLOGICAL THEORY	2	College of Education	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	CURRICULUM CONST & ASSMT: HISTORY/SOCIAL SCIENCE	2	College of Education	This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533	CURRICULUM CONSTRUCTS AND ASSESSMENT:SCIENCE AND MATHEMATICS	4	College of Education	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	College of Education	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	College of Education	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework- based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 541	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 550	CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES	3	College of Education	This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	College of Education	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 553	INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS	3	College of Education	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	College of Education	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	3	College of Education	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 562	ASSESSMENT AND EVALUATION	3	College of Education	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	College of Education	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	College of Education	This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations

MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 569	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	College of Education	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 580	CURRICULUM CONSTRUCTS & ASSESSMENT: SECONDARY BUS & MKTNG	3	College of Education	This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.
MTE 583	STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
MTE 586	STUDENT TEACHING, PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 587	STUDENT TEACHING, PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTH 110	HISTORY OF MATHEMATICS	1	College of Humanities and Sciences	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 156	MATH FOR ELEMENTARY TEACHERS I	3	College of Education	This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 157	MATH FOR ELEMENTARY TEACHERS II	3	College of Education	This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.
MTH 209	COLLEGE MATHEMATICS II	3	College of Humanities and Sciences	This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

MTH 210	FUNDAMENTALS OF GEOMETRY	3	College of Humanities and Sciences	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 212	INTRODUCTION TO FINITE MATHEMATICS	3	College of Humanities and Sciences	This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.
MTH 213	Mathematics for Elementary Educators I	3	College of Education	This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	College of Education	This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 215	QUANTITATIVE REASONING I	3	College of Humanities and Sciences	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216	QUANTITATIVE REASONING II	3	College of Humanities and Sciences	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	STATISTICS I	3	College of Humanities and Sciences	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 218	STATISTICS II	3	College of Humanities and Sciences	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.

MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220	COLLEGE ALGEBRA	3	College of Humanities and Sciences	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.
MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	College of Humanities and Sciences	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 225	PRE-CALCULUS	4	College of Humanities and Sciences	This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 280	CALCULUS I	4	College of Information Systems and Technology	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	College of Information Systems and Technology	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.
MTH 360	LINEAR ALGEBRA	3	College of Information Systems and Technology	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	CALCULUS III	3	School of Business	This course builds on the concepts presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.

MTH 463	APPLIED STATISTICS	3	College of Information Systems and Technology	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 530	LINEAR ALGEBRA	3	College of Education	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all of these facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	GEOMETRY	3	College of Education	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	STATISTICS	3	College of Education	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.
NCPDSU 100	Developing a STEAM Unit	0	College of Education	The workshop is designed to support K-12 teachers with STEAM unit design using problem-based learning as the vehicle. Throughout the course of this workshop, participants will design a unit for classroom instruction in the upcoming school year.
NCPSTM 100	Foundations of STEAM Education II	1.5	College of Education	This course will explore STEAM in the classroom, utilizing problem-based learning as the vehicle to teach STEAM. Participants will take a look at arts integration and the engineering design process. Participants will also engage in using a variety of assessment tools in STEAM and how to extend STEAM beyond the classroom through other engagement opportunities.
NRP 505	ROLE OF ADVANCED PRACTICE NURSE	3	College of Health Sciences and Nursing	This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 507	ADVANCED PHARMACOLOGY	4	College of Health Sciences and Nursing	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	College of Health Sciences and Nursing	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	ADVANCED PATHOPHYSIOLOGY	4	College of Health Sciences and Nursing	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	College of Health Sciences and Nursing	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	ADVANCED HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	ADVANCED HEALTH ASSESSMENT I	4	College of Health Sciences and Nursing	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	College of Health Sciences and Nursing	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 543	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 552	CLINICAL PROCEDURES	2	College of Health Sciences and Nursing	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	ADULT AND GERIATRIC MANAGEMENT I	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556	ADULT AND GERIATRIC MANAGEMENT II	4	College of Health Sciences and Nursing	This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	College of Health Sciences and Nursing	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 566	PRECEPTORSHIP	4	College of Health Sciences and Nursing	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 571	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	College of Health Sciences and Nursing	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	FINAL PRECEPTORSHIP	8	College of Health Sciences and Nursing	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSE 721	THEORIES OF NURSING EDUCATION	3	School of Advanced Studies	This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.
NSE 722	INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT	3	School of Advanced Studies	This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.

NSE 723	MEASUREMENT AND EVALUATION	3	School of Advanced Studies	This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.
NSG 300	INTRODUCTION TO THE SCHOOL OF NURSING	3	College of Health Sciences and Nursing	This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.
NSG 301	TRANSITION TO BACCALAUREATE STUDIES	3	College of Health Sciences and Nursing	This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.
NSG 302	PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE	3	College of Health Sciences and Nursing	This course introduces the School of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.

NSG 320	PROFESSIONAL NURSING ROLE	3	College of Health Sciences and Nursing	This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner's Theory of novice to expert and the role of the generalist will be explored.
NSG 321	TRANSITION TO BACCALAUREATE NURSING	2	College of Health Sciences and Nursing	In the role of registered nurse, professional nurses use leadership, critical thinking, evidence-based practice, and clinical judgment to design, manage, coordinate, and provide safe care. Evaluating knowledge, skills, and attitudes is crucial to role transition from practical and vocational nursing to baccalaureate-prepared registered nursing. Students will analyze the relationship between critical thinking, clinical reasoning, clinical judgment, and the nursing process; and evaluate the role and scope of practice of the registered nurse.
NSG 330	PHYSICAL ASSESSMENT	4	College of Health Sciences and Nursing	This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.
NSG 331	HEALTH ASSESSMENT	4	College of Health Sciences and Nursing	This course advances the nursing student's skills in health assessment and physical examination. History taking, performing focused assessments, and data evaluation to develop care plans are emphasized.

NSG 340	MEDICAL/SURGICAL NURSING I: ACUTE	5	College of Health Sciences and Nursing	This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson's Theory of Human Caring is addressed. Watson's Theory will be used by the student to apply critical thinking pathways to individual heath problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 341	CARE OF THE MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medical- surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.
NSG 345	MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	College of Health Sciences and Nursing	This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.
NSG 347	CARE OF THE MEDICAL-SURGICAL PATIENT II	6	College of Health Sciences and Nursing	This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.

NSG 400	THEORETICAL BASIS FOR NURSING PRACTICE	3	College of Health Sciences and Nursing	This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.
NSG 401	THEORY APPLICATION IN NURSING PRACTICE	2	College of Health Sciences and Nursing	This course focuses on the exploration of various theories and their application to professional practice. Watson's theory of human caring is presented as a possible framework to guide baccalaureate nursing practice.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	College of Health Sciences and Nursing	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 411	CARE OF THE MENTAL HEALTH PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.

NSG 416	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	College of Health Sciences and Nursing	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	College of Health Sciences and Nursing	This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 421	CARE OF THE FAMILY AND COMMUNITY	4	College of Health Sciences and Nursing	?This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 425	NURSING ETHICS AND PROFESSIONALISM	4	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.

NSG 426	INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS	3	College of Health Sciences and Nursing	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	College of Health Sciences and Nursing	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.
NSG 431	EVIDENCE-BASED PRACTICE AND INFORMATICS	3	College of Health Sciences and Nursing	This course focuses on the research process as a foundation for evidence-based practice. Data compilation and analysis for problem identification, evaluation of interventions, and patient outcomes are explored.
NSG 435	MATERNAL - CHILD NURSING	4	College of Health Sciences and Nursing	This course focuses on the use of Watson's Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

NSG 436	CARE OF THE MATERNAL-CHILD PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.
NSG 440	PEDIATRIC NURSING	4	College of Health Sciences and Nursing	This course focuses on the utilization of Watson's Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 441	CARE OF THE PEDIATRIC PATIENT	4	College of Health Sciences and Nursing	This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.
NSG 447	CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT	6	College of Health Sciences and Nursing	This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.

NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	College of Health Sciences and Nursing	Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.
NSG 451	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	College of Health Sciences and Nursing	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	PUBLIC AND GLOBAL HEALTH	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	College of Health Sciences and Nursing	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 468	INFLUENCING QUALITY WITHIN HEALTHCARE	3	College of Health Sciences and Nursing	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.
NSG 471	NURSING LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course examines the role of the nurse as leader and manager. Managing health care resources, assessing quality and risk in patient care, interprofessional collaboration, and decision-making models are explored.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.

NSG 478CA	Promoting Healthy Communities	4	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 480	NURSING SYNTHESIS	4	College of Health Sciences and Nursing	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	INFLUENCING NURSING PRACTICE	2	College of Health Sciences and Nursing	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	PROMOTING HEALTHY COMMUNITIES	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities.

NSG 482CA	Promoting Healthy Communities	3	College of Health Sciences and Nursing	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.
NSG 485CA	Public Health: Health Promotion and Disease Prevention	4	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.
NSG 486	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at- risk populations, and national and global health organizations. A key focus is the application of public health principles.

NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	College of Health Sciences and Nursing	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 495	SENIOR LEADERSHIP PROJECT	4	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.
NSG 498	SENIOR LEADERSHIP PRACTICUM	3	College of Health Sciences and Nursing	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 500	AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY	4	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.

NSG 501	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I	3	College of Health Sciences and Nursing	This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse's role in health promotion and disease management.
NSG 502	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 505	COMPREHENSIVE HEALTH ASSESSMENT	3	College of Health Sciences and Nursing	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	CONTEMPORARY NURSING PRACTICE	3	College of Health Sciences and Nursing	This course emphasizes the School of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.

NSG 512	NURSING RESEARCH	3	College of Health Sciences and Nursing	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis and the role of the nurse as scientist.
NSG 513	INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT	3	College of Health Sciences and Nursing	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.
NSG 514	HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS	3	College of Health Sciences and Nursing	This course analyzes the role of the graduate- level nurse as a leader in the profession as a steward of financial management. Topics include principles in financial and resource management, budgetary cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
NSG 516AD	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 516ED	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	PRACTICUM I	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517AD	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517IN	PRACTICUM II	3	College of Health Sciences and Nursing	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 525	ROLE OF THE NURSE EDUCATOR	3	College of Health Sciences and Nursing	This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.
NSG 530	THEORY AND PRINCIPLES OF NURSING EDUCATION	4	College of Health Sciences and Nursing	This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.
NSG 531	PROGRAM AND COURSE DEVELOPMENT	3	College of Health Sciences and Nursing	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	INNOVATIVE CURRICULUM DESIGN	3	College of Health Sciences and Nursing	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	EDUCATIONAL ASSESSMENT AND EVALUATION	3	College of Health Sciences and Nursing	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	FACILITATING ENGAGED LEARNING	3	College of Health Sciences and Nursing	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 535	CURRICULUM DEVELOPMENT	3	College of Health Sciences and Nursing	This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

NSG 536	Practicum Elective I	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	College of Health Sciences and Nursing	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 540	INSTRUCTIONAL DESIGN AND TECHNOLOGY	3	College of Health Sciences and Nursing	This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.
NSG 541	DATA ANALYSIS AND MANAGEMENT	3	College of Health Sciences and Nursing	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.

NSG 542	INFORMATION WORKFLOW	3	College of Health Sciences and Nursing	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	DATABASE MANAGEMENT	3	College of Health Sciences and Nursing	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	EVALUATION AND APPLICATION OF INFORMATION	3	College of Health Sciences and Nursing	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	College of Health Sciences and Nursing	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

NSG 547	HUMAN RESOURCES MANAGEMENT	3	College of Health Sciences and Nursing	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	College of Health Sciences and Nursing	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.
NSG 557	ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING	3	College of Health Sciences and Nursing	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE	3	College of Health Sciences and Nursing	This course engages the student in the processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT	3	College of Health Sciences and Nursing	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	PRACTICUM	4	College of Health Sciences and Nursing	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	College of Information Systems and Technology	This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	FOUNDATIONS OF NETWORKING	3	College of Information Systems and Technology	This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you'll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.

NTC 255	STORAGE AND MANAGEMENT OF DATA	3	College of Information Systems and Technology	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.
NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	College of Information Systems and Technology	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	STORAGE MANAGEMENT CAPSTONE	3	College of Information Systems and Technology	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	College of Information Systems and Technology	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

NTC 302	NETWORK WEB SERVICES	3	College of Information Systems and Technology	This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.
NTC 320	NETWORK DESIGN ASSOCIATE	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	WINDOWS SERVER CONFIGURATION	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration & Group Policy.
NTC 326	ADMINISTERING WINDOWS SERVER	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services & Group Policy.

NTC 328	ADVANCED WINDOWS SERVICES	3	College of Information Systems and Technology	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	College of Health Sciences and Nursing	This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	College of Information Systems and Technology	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	College of Information Systems and Technology	This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406	TELECOMMUNICATIONS AND NETWORKING II	3	College of Information Systems and Technology	NTC/406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail the related theory being applied to specific applications in the industry.
NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	College of Information Systems and Technology	This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	College of Information Systems and Technology	NTC/411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed Network security, Disaster Recovery, and Business Continuity planner is also address in this course.
NTC 415	NETWORK INTEGRATION PROJECT	3	College of Information Systems and Technology	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to- end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

NTC 425	NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS	3	College of Information Systems and Technology	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 440	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 440CC	HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS	3	College of Health Sciences and Nursing	This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 443CC	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	College of Health Sciences and Nursing	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	College of Health Sciences and Nursing	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.
NUR 531	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	3	College of Health Sciences and Nursing	The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care police are developed.

NUR 540C	NP PEDIATRIC PRECEPTORSHIP CLINICAL	0	College of Health Sciences and Nursing	This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.
NUR 542	DYNAMICS OF FAMILY SYSTEMS	2	College of Health Sciences and Nursing	Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.
NUR 544	POPULATION-FOCUSED HEALTH CARE	3	College of Health Sciences and Nursing	Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.
NUR 550	ISSUES IN ADVANCED PRACTICE	3	College of Health Sciences and Nursing	This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NUR 588	DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS	3	College of Health Sciences and Nursing	Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.
NUR 590A	NURSING PRACTICUM-A	1	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 590B	NURSING PRACTICUM-B	2	College of Health Sciences and Nursing	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.
NUR 598	RESEARCH UTILIZATION PROJECT	3	College of Health Sciences and Nursing	This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 703	THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE	3	School of Advanced Studies	This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.
OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	School of Business	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	School of Business	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	College of Education	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

ONLINEWKSP	USING THE ONLINE COLLECTION	0	Non-College Specific	The is not an actual course. It is entered as a means of scheduling a non-academic activity.
OPS 350	OPERATIONS MANAGEMENT	3	School of Business	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	BUSINESS PROCESS MANAGEMENT	3	School of Business	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.
OPS 405	ENTERPRISE RESOURCE MANAGEMENT	3	School of Business	This course provides and overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.

OPS 415	SYSTEMS THINKING AND PERFORMANCE MEASUREMENT	3	School of Business	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	OPERATIONS MANAGEMENT CAPSTONE	3	School of Business	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 571	OPERATIONS MANAGEMENT	3	School of Business	This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
ORG 581	ORGANIZATIONAL DESIGN	3	School of Business	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, intrapreneurship, and lateral organizations.

ORG 707	ADVANCED SYSTEMS THINKING	3	School of Advanced Studies	With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.
ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	School of Advanced Studies	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	School of Advanced Studies	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.

ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	School of Advanced Studies	In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	School of Advanced Studies	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORG 730	ORGANIZATION DEVELOPMENT	3	School of Advanced Studies	This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.
ORIENT 001	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.

ORIENT 002	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.
ORIENT 003	ORIENTATION	0	College of Health Sciences and Nursing	This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.
PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	College of Humanities and Sciences	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.

PHL 320T	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	School of Business	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 410	CLASSICAL LOGIC	3	College of Humanities and Sciences	This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.
PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	College of Humanities and Sciences	In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	School of Advanced Studies	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	College of Humanities and Sciences	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PM 571	PROJECT MANAGEMENT	3	School of Business	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	PROJECT LEADERSHIP	3	School of Business	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584	PROJECT RISK MANAGEMENT	3	School of Business	This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586	PROJECT QUALITY MANAGEMENT	3	School of Business	This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	PROJECT MANAGEMENT CAPSTONE	3	School of Business	In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
PMPDU 2000	PROJECT MANAGEMENT FUNDAMENTALS	24	School of Continuing Education	Foundational knowledge of the phases and elements of professional project management are important to the success of a project. Using the knowledge areas and process groups related to project management methodologies, the principles in the course align to the standards in the Project Management Institute, A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Fifth Edition, Project Management Institute, Inc., 2013. Students will gain an essential familiarity of the methodologies, principles and practices of project management. This course provides 24 contact hours in six 4- hour workshops.
PMPTP 2500	PROJECT MANAGEMENT PROFESSIONAL TEST-PREP	35	School of Continuing Education	Passing the Project Manager Professional (PMP) exam can be a challenging task. Having resources and a structured approach for exam preparation can help build confidence. This course is designed for students ready to sit for the PMP exam. In this test preparation course, students will assess their readiness to sit for the PMP exam then build a study plan to use when preparing for test day. Using the study plan as a guide, students will utilize a variety of study resources, including weekly readings, Practice quizzes, flashcards, mock exams, as well as other supplemental materials to address identified content gaps in the study plan. This course provides 35 professional development hours in five, 7-hour workshops.

POL 115	AMERICAN NATIONAL GOVERNMENT	3	College of Humanities and Sciences	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	College of Humanities and Sciences	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.
POS 221	WINDOWS SERVER CONFIGURATIONS	3	College of Information Systems and Technology	This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands- on access to Windows lab exercises.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	College of Information Systems and Technology	This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

POS 408	.NET I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.
POS 409	.NET II	3	College of Information Systems and Technology	This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.
POS 410	SQL FOR BUSINESS	3	College of Information Systems and Technology	This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
POS 433	UNIX NETWORKING	3	College of Information Systems and Technology	This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX system files, file systems and process, systems administration and security are also examined.

PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	College of Information Systems and Technology	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.
PRG 215	JAVA PROGRAMMING	3	College of Information Systems and Technology	Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java 2 Platform Development Kit, Standard Edition.
PRG 218	INTRODUCTION TO C/C++	3	College of Information Systems and Technology	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	College of Information Systems and Technology	This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.

PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	College of Information Systems and Technology	This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	College of Information Systems and Technology	This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components
PRG 410	C++PROGRAMMING I	3	College of Information Systems and Technology	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 420	JAVA PROGRAMMING I	3	College of Information Systems and Technology	This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

PRG 421	JAVA PROGRAMMING II	3	College of Information Systems and Technology	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	College of Social Sciences	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical- thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	PSYCHOLOGY OF LEARNING	3	College of Humanities and Sciences	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 201	FOUNDATIONS OF PSYCHOLOGY	3	College of Humanities and Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203	FOUNDATIONS OF PSYCHOLOGY	3	College of Social Sciences	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	CAREERS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 220	POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME	3	College of Social Sciences	How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 225	POSITIVE PSYCHOLOGY	3	College of Social Sciences	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be "free"? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 230	THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?	3	College of Social Sciences	What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	College of Social Sciences	This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 245	SURVEY OF RESEARCH AND STATISTICS	3	College of Social Sciences	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	PSYCHOLOGY OF PERSONALITY	3	College of Social Sciences	This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	College of Social Sciences	This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.
PSY 270	ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM-IV- TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 280	HUMAN GROWTH & DEVELOPMENT	3	College of Social Sciences	This course is a study of the development of the individuals from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 285	SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG	3	College of Social Sciences	This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.
PSY 300	GENERAL PSYCHOLOGY	3	College of Social Sciences	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience

PSY 301	EMOTIONAL INTELLIGENCE	1	College of Social Sciences	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	College of Social Sciences	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	College of Social Sciences	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	STATISTICAL REASONING IN PSYCHOLOGY	3	College of Social Sciences	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 320	HUMAN MOTIVATION	3	College of Social Sciences	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	RESEARCH METHODS	3	College of Social Sciences	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	College of Social Sciences	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	SENSATION AND PERCEPTION	3	College of Social Sciences	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.

PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	College of Social Sciences	This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception
PSY 360	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 375	LIFE SPAN HUMAN DEVELOPMENT	3	College of Social Sciences	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.
PSY 390	LEARNING AND COGNITION	3	College of Social Sciences	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400	SOCIAL PSYCHOLOGY	3	College of Social Sciences	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	THEORIES OF PERSONALITY	3	College of Social Sciences	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	ABNORMAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	THEORIES OF BEHAVIOR	3	College of Social Sciences	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	College of Social Sciences	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.
PSY 435	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	College of Social Sciences	This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.
PSY 460	ENVIRONMENTAL PSYCHOLOGY	3	College of Social Sciences	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	College of Social Sciences	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	ELEMENTS OF CLINICAL PSYCHOLOGY	3	College of Social Sciences	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	College of Social Sciences	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	College of Social Sciences	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610	RESEARCH METHODS IN PSYCHOLOGY	3	College of Social Sciences	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	College of Social Sciences	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	STATISTICS FOR THE BEHAVIOR SCIENCES	3	College of Social Sciences	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	College of Social Sciences	This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of "unscientific" applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	College of Social Sciences	This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.
PSYCH 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	College of Social Sciences	This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.
PSYCH 629	INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	College of Social Sciences	In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	College of Social Sciences	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635	PSYCHOLOGY OF LEARNING	3	College of Social Sciences	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	COGNITIVE PSYCHOLOGY	3	College of Social Sciences	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	PERSONNEL PSYCHOLOGY	3	College of Social Sciences	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 645	PERSONALITY THEORIES	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	College of Social Sciences	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	College of Social Sciences	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.
PSYCH 655	PSYCHOMETRICS	3	College of Social Sciences	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	College of Social Sciences	Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well- being across a range of organizational contexts.

PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	College of Social Sciences	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	College of Social Sciences	This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	College of Social Sciences	Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
PSYCH 705	PERSONNEL PSYCHOLOGY	3	School of Advanced Studies	Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	School of Advanced Studies	In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
PSYCH 707	LEADERSHIP THEORY AND MANAGEMENT THEORY	3	School of Advanced Studies	Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	School of Advanced Studies	This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.
PSYCH 709	ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY	3	School of Advanced Studies	Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710	MASTER'S PROJECT	1	School of Advanced Studies	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	DISSERTATION PROCESS	3	School of Advanced Studies	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	School of Advanced Studies	Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	School of Advanced Studies	This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

PSYCH 760R	CONSULTING PROCESSES IN I/O	3	School of Advanced Studies	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	School of Advanced Studies	Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
PSYCH 780	CONSUMER BEHAVIOR	3	School of Advanced Studies	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 790	INDEPENDENT STUDY	3	School of Advanced Studies	The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.

PSYCH 799	COMPREHENSIVE EXAM	1	School of Advanced Studies	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.
QNT 275T	STATISTICS FOR DECISION MAKING	3	School of Business	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 351	QUANTITATIVE ANALYSIS FOR BUSINESS	3	School of Business	This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 561	APPLIED BUSINESS RESEARCH & STATISTICS	3	School of Business	This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	School of Business	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
RDG 201CA	READING AND WRITING CONCEPTS	3	College of Humanities and Sciences	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	College of Education	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	College of Education	This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	College of Education	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and language arts are also emphasized.
RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
RDG 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	College of Education	This course focuses on children's language and literacy development from birth to age 8. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally-effective assessments are discussed as a means of informing instruction.

RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	College of Education	This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	ELEMENTARY METHODS - READING/LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	College of Education	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 420FE	READING FIELD EXPERIENCE	1	College of Education	Students will complete reading field experience activities.

RDG 500	SCIENTIFICALLY BASED READING INSTRUCTION	3	College of Education	This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.
RDG 532	CURRICULUM CONSTRUCTS & ASSMNT: ENGL LANG ARTS & READING 4-8	4	College of Education	This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.
RDG 535	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	College of Education	This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.
RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	College of Education	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	College of Education	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE	3	College of Education	This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.

RDG 558	SECONDARY CONTENT AREA LITERACY	3	College of Education	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.
RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	College of Education	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDNG 500	Reading Methods: Primary	3	College of Education	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	College of Education	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.

RDNG 502	Reading Methods: Secondary	3	College of Education	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 503	Diagnosis and Remediation	3	College of Education	This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.
RDNG 504	Phonological Theory and Application	3	College of Education	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.
RDNG 505	CHILDREN'S LITERATURE	3	College of Education	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.

RDNG 506	Elementary Reading and Writing Strategies	3	College of Education	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	College of Education	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	College of Education	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	College of Education	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.

RDNG 511	Reading Assessment	3	College of Education	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	College of Humanities and Sciences	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.
REL 134	WORLD RELIGIOUS TRADITIONS II	3	College of Humanities and Sciences	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	BUSINESS RESEARCH	3	School of Business	This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

RES 700	STATISTICS ENTRANCE ASSESSMENT	0	School of Advanced Studies	This statistics assessment, which is not credit-bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	School of Advanced Studies	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	School of Advanced Studies	This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.
RES 713	STATISTICS	3	School of Advanced Studies	This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	School of Advanced Studies	The course builds on the student's foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 723	ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN	3	School of Advanced Studies	The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724	QUALITATIVE METHODS AND DESIGN	3	School of Advanced Studies	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	School of Advanced Studies	This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726	CORRELATIONAL METHODS OF ANALYSIS	3	School of Advanced Studies	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.
RES 728	QUALITATIVE CASE STUDY	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	School of Advanced Studies	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.

RES 741	TESTING AND MEASUREMENT	3	School of Advanced Studies	A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test devlopment and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.
RES 745	GROUNDED THEORY METHODS	3	School of Advanced Studies	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	MIXED METHODS	3	School of Advanced Studies	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed- method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.
RES 750	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I	3	School of Advanced Studies	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.

RES 751	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II	3	School of Advanced Studies	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	School of Advanced Studies	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.
RES 760	MEASUREMENT OF CONSTRUCTS	3	School of Advanced Studies	The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
RES 765	MULTIVARIATE STATISTICS	3	School of Advanced Studies	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.

RES 770	PSYCHOMETRICS	3	School of Advanced Studies	Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
RES ARA1	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA2	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.
RES ARA3	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	School of Advanced Studies	Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.

REV 410	REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION	3	School of Business	This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.
RHET 300	RHETORICAL THEORIES	3	College of Humanities and Sciences	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	College of Humanities and Sciences	This course examines American rhetoric from a variety of genres and a range of historical periods.
RHET 475	RHETORIC AND SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the use of rhetoric in contemporary social media.

RHM 410	THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	THE MANAGEMENT OF RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS	3	College of Health Sciences and Nursing	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.
RHM 440	REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT	3	College of Health Sciences and Nursing	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.

RHM 450	RETAIL HEALTH FINANCIAL STRATEGIES	3	College of Health Sciences and Nursing	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	College of Social Sciences	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 506	SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS	3	College of Social Sciences	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive- behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.
SCHC 510	HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING	3	College of Social Sciences	This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

SCHC 515	LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS	3	College of Social Sciences	This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
SCHC 517	FOUNDATIONS OF SCHOOL COUNSELING	3	College of Social Sciences	This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.
SCHC 519	DELIVERY OF SERVICES IN SCHOOL COUNSELING	3	College of Social Sciences	This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.
SCHC 525	INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.

SCHC 537	RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING	3	College of Social Sciences	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	College of Social Sciences	This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multi-disciplinary team for special education planning.
SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	College of Social Sciences	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co- leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 556	PORTFOLIO II	0	College of Social Sciences	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	College of Social Sciences	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	College of Social Sciences	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.
SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	College of Social Sciences	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	College of Social Sciences	This course is an orientation to the practicum and internship.

SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	College of Social Sciences	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCH-CN 501	School Counseling: Delivery of Services	3	College of Education	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 162	PRINCIPLES OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163M	ELEMENTS OF HEALTH AND WELLNESS	3	College of Humanities and Sciences	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	College of Humanities and Sciences	This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	OCEANOGRAPHY	3	College of Humanities and Sciences	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	HUMAN NUTRITION	3	College of Humanities and Sciences	This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 230	INTRODUCTION TO LIFE SCIENCE	3	College of Humanities and Sciences	This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.
SCI 241	NUTRITION	3	College of Humanities and Sciences	SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.
SCI 250	MICROBIOLOGY	4	College of Humanities and Sciences	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganism are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.

SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	College of Humanities and Sciences	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems , and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 275	ENVIRONMENTAL SCIENCE	3	College of Humanities and Sciences	This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.
SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	College of Humanities and Sciences	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	College of Information Systems and Technology	Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.

SEC 110	INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT	3	College of Information Systems and Technology	An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	College of Information Systems and Technology	Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	College of Information Systems and Technology	Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.
SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	College of Information Systems and Technology	Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.

SEC 150	INSIDER THREATS FUNDAMENTALS	3	College of Information Systems and Technology	Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization's security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	College of Information Systems and Technology	Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation ("fire drills"), sheltering from severe weather such as tornadoes, "shelter- in-place" from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.
SEC 210	PHYSICAL ASSET PROTECTION	3	College of Information Systems and Technology	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost- benefit analysis.
SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.

SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	College of Information Systems and Technology	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	College of Information Systems and Technology	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally this course provides an overview of situational crime prevention the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	College of Information Systems and Technology	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	College of Information Systems and Technology	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem- solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	College of Information Systems and Technology	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	INDUSTRIAL SAFETY	3	College of Information Systems and Technology	This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to an investigation of work related accidents.
SEC 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	College of Information Systems and Technology	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.
SEC 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	College of Information Systems and Technology	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 361	INTERPERSONAL COMMUNICATIONS	3	College of Information Systems and Technology	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	FINANCE AND BUDGETING PRACTICES	3	College of Information Systems and Technology	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	College of Information Systems and Technology	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	THREAT AND VULNERABILITY MANAGEMENT	3	College of Information Systems and Technology	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.

SEC 411	PHYSICAL SECURITY	3	College of Information Systems and Technology	Review of facilities physical security measures, including active and passive protection systems.
SEC 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	College of Information Systems and Technology	Review of personal security measures, including employee, general public and VIP protection systems and methods.
SEC 431	PRINCIPLES OF INVESTIGATION	3	College of Information Systems and Technology	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	College of Information Systems and Technology	This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.

SEC 451	GLOBAL SECURITY ISSUES	3	College of Information Systems and Technology	Course provides an overview of the "General Security Risk Assessment Guideline." Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.
SEC 461	TERRORISM	3	College of Information Systems and Technology	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, student learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.
SEC 471	CRITICAL INCIDENT MANAGEMENT	3	College of Information Systems and Technology	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.
SEC 481	SECURITY CAPSTONE	3	College of Information Systems and Technology	Through operational scenarios and practical exercises, students will address the competencies outlined in the "Chief Security Office (CS0) Organizational Standard," by ASIS/American National Standard. Includes a summary and integration of the entire organizational security and management curriculum.

SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	College of Information Systems and Technology	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	College of Information Systems and Technology	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	College of Information Systems and Technology	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.
SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SEC 532	SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT	3	College of Education	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
SEC 534	READING IN THE CONTENT AREA	3	College of Education	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.

SEC 536	SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	SECONDARY CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.

SEC 540	SCIENCE CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	College of Education	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	SECONDARY STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 583	SECONDARY CLINICAL PRACTICE	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.

SEC 586	SECONDARY CLINICAL PRACTICE A	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
SEC 587	SECONDARY CLINICAL PRACTICE B	3	College of Education	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
SEC 595	SECONDARY STUDENT TEACHING PART B	4	College of Education	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self- reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full- range of Teaching Performance Expectations.

SEC 596	SECONDARY STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	SECONDARY STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEI 300	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL's acquire English.

SEI 301	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K- 12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	College of Education	This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	College of Education	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 506	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	College of Education	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.

SMCEU 2010	SOCIAL MEDIA COMMUNITY FUNDAMENTALS	0.6	School of Continuing Education	Social media has taken old-fashioned "word-of- mouth" marketing to a global level. So much so, that creating and maintaining social media communities is standard practice for organizations of nearly any size today. How does one capitalize on these efforts? By staying mindful of the overall business strategy and keeping the online conversation on-topic. Students in this course will learn how to grow brand awareness, perpetuate the conversation, and influence the world using specific social media communities. This course provides 0.6 continuing education units over one 6-hour workshop.
SMH 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	College of Health Sciences and Nursing	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainbility.
SMH 593	THE ECONOMICS OF HEALTH CARE SUSTAINABILITY	3	College of Health Sciences and Nursing	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost- benefit analysis of sustainable produts, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	College of Health Sciences and Nursing	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidenced based knowledge to support environmental sustainability.

SOC 100	INTRODUCTION TO SOCIOLOGY	3	College of Humanities and Sciences	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	College of Humanities and Sciences	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	College of Humanities and Sciences	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, steretypes, discrimination and adaptation and conflict in diverse cultures.
SOC 315	CULTURAL DIVERSITY	3	College of Humanities and Sciences	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

SOC 333	GENDERS IN SOCIETY	3	College of Humanities and Sciences	The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335	THE PEOPLES AND CULTURES OF ASIA	3	College of Humanities and Sciences	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337	CONTEMPORARY LATIN AMERICAN SOCIETY	3	College of Humanities and Sciences	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	THE AFRICAN AMERICAN EXPERIENCE	3	College of Humanities and Sciences	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern day perspective.

SPAN 110	CONVERSATIONAL SPANISH I	3	College of Humanities and Sciences	SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	CONVERSATIONAL SPANISH II	3	College of Humanities and Sciences	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	College of Education	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	College of Education	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.

SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300FE	SPECIAL EDUCATION FIELD EXPERIENCE	1	College of Education	Students will complete special education field experience activities.
SPE 512	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	College of Education	This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	College of Education	This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 514	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	College of Education	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 544	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	College of Education	This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	College of Education	This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities, including students with traumatic brain injury, other health impairments, and sensory disorders. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Service delivery options, including self-contained placements and inclusion, and their impact on students will be analyzed. Instructional strategies, accommodations, adaptations, and curricular modifications will be explored.
SPE 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	College of Education	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPE 558	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	College of Education	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	College of Education	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES	3	College of Education	This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	College of Education	This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	College of Education	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.
SPE 577	SPECIAL EDUCATION STUDENT TEACHING	3	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	College of Education	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SPE 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	College of Education	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.
SPE 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	College of Education	This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE 594	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	College of Education	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	College of Education	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
SPE 596	SPECIAL EDUCATION STUDENT TEACHING	8	College of Education	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
SPED 530	Introduction to Learners with Special Needs	3	College of Education	This course is designed to provide an overview for working with exceptional learners, ages 3 years to 21 years. Participants explore methods to instruct and assess learners with special needs and create individualized education programs. Historical perspectives, special education law, and current policies and practices are examined.
SPED 531	Special Education Teaching Methods	3	College of Education	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.

SPED 532	Special Education Assessment	3	College of Education	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	College of Education	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	College of Education	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	College of Education	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.

SPED 536	Transition Planning for Adolescents with Disabilities	3	College of Education	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 537	Mathematics Instruction for Special Education	3	College of Education	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	College of Education	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	College of Education	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPKNGWKSP	BASIC PUBLIC SPEAKING/PRESENTATION SKILLS	0	Non-College Specific	This is not an actual course. It has been entered as a means to schedule a non-academic activity.
SSCEU 3350	LEAN SIX SIGMA GREEN BELT	8	School of Continuing Education	The Define, Measure, Analyze, Improve, and Control (DMAIC) model is the foundation of Six Sigma methodology. Lean Six Sigma incorporates the DMAIC model with lean methodologies used to streamline business processes. In this course, students will focus on the individual phases of the model, by exploring how each phase impacts the success of projects. In addition, students will learn how the project scope, process mapping, and change management play into the six sigma methodology, while applying lean concepts to reduce waste. 80 hours, 8 - weeks.
SSCEU 3400	LSS GREEN BELT: EXAMS	1	School of Continuing Education	The final course in LSS Green Belt Certificate Program (noncredit) is a collection of exams that measure the concepts covered in the program. There are four exams, Define, Measure, Analyze, and Improve and Control that align with the four courses in the program. The course provides 1 continuing education units over one 10-hour workshop.
STATSWKSHP	STATISTICS WORKSHOP	0	Non-College Specific	Non-credit bearing course for Statistics Workshop offered at campus.

STATWKS	OPEN STATISTICS LAB	0	Non-College Specific	Open lab for students seeking additional help in statistics.
STEAM 506	STEAM Education: Curriculum and Instruction	3	College of Education	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	School of Business	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	College of Humanities and Sciences	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.

SUS 310	INDUSTRIAL ECOLOGY	3	College of Humanities and Sciences	This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life- cycle assessment.
SUS 330	INTRODUCTION TO SUSTAINABLE AGRICULTURE	3	College of Humanities and Sciences	This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.
SUS 350	GREEN BUILDING AND URBAN PLANNING	3	College of Humanities and Sciences	This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.
SUS 370	SUSTAINABLE ECOSYSTEMS	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380	SUSTAINABLE PLANNING AND LAND USE	3	College of Humanities and Sciences	In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.
SUS 385	SUSTAINABLE OCEAN USE	3	College of Humanities and Sciences	In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.
TCH 501	Teaching Methods: Elementary Art	3	College of Education	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	College of Education	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	College of Education	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem- solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	College of Education	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	College of Education	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	College of Education	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	College of Education	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	College of Education	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	College of Education	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	College of Education	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 520	TEACHING METHODS	3	College of Education	This course focuses on general methodology to enhance student learning in today's diverse K-12 classrooms. Participants explore instructional planning, instructional strategies, and assessment. This course provides participants with the opportunity to develop and evaluate instructional materials and assessment strategies.
TCH 533	Teaching Methods: Mathematics Assessment	3	College of Education	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	College of Education	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	USING APPS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.

TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	College of Education	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	College of Education	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	College of Education	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	College of Education	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student- centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.

TECH 524	Technology Survival for Educators	3	College of Education	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	College of Education	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	College of Education	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	College of Education	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.

TESOL 572	Assessment	3	College of Education	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	College of Education	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	College of Education	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	College of Education	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TEST 105	Test Course Only 105	3.76	School of Continuing Education	Test Course Only 105
TEST 106	Test Course Only	5	School of Continuing Education	
TEST 107	TEST COURSE 23	4	School of Continuing Education	
TEST 888	TEST TITLE	3	Non-College Specific	This course is a study in Java programming. It covers topics around Java building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle Certified Associate Java SE examination.

TEST 998	TEST COURSE 2	4	Non-College Specific	
TIPSWKSP	STUDY GROUP TIPS AND TECHNIQUES	0	Non-College Specific	This is not an actual course. It is entered as a means to schedule a non-academic activity.
TMGT 540	MANAGEMENT OF R&D AND INNOVATION PROCESSES	3	School of Business	This course explores the role of Research & Development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.
TMGT 550	TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY	3	School of Business	This course introduces the student to the concept of multi- national enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilized technology transfer within a global business to meet the goals of the strategic plan.

TMGT 590	APPLICATIONS OF TECHNOLOGY MANAGEMENT	3	School of Business	This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.
TPA 001	SUBJECT SPECIFIC PEDAGOGY	1	College of Education	This course addresses California's Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.
TPA 002	DESIGNING INSTRUCTION	1	College of Education	This course addresses the second task of California's Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.
TPA 100	TPA PLANNING AND INSTRUCTION	1	College of Education	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.

TPA 200	TPA INSTRUCTION AND ASSESSMENT	1	College of Education	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.
VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	College of Information Systems and Technology	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.

VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	DIGITAL DESIGN	3	College of Information Systems and Technology	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.
VCT 330	IMAGE EDITING WITH PHOTOSHOP	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.
VCT 340	WEB DESIGN WITH DREAMWEAVER	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.

VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	College of Information Systems and Technology	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
VTC 420	MULTIMEDIA DEVELOPMENT	3	College of Information Systems and Technology	This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
WEB 240	WEB DESIGN FUNDAMENTALS	3	College of Information Systems and Technology	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

WEB 401	WEB DEVELOPMENT	3	College of Information Systems and Technology	This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	ADVANCED WEB DEVELOPMENT	3	College of Information Systems and Technology	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	MOBILE COMMERCE	3	College of Information Systems and Technology	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	College of Information Systems and Technology	This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.

WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	College of Humanities and Sciences	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	College of Humanities and Sciences	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	WRITING FOR SOCIAL MEDIA	3	College of Humanities and Sciences	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRITELAB	WRITING LAB	0	Non-College Specific	

XCOM 100	INTRODUCTION TO COMMUNICATION	3	School of Business	This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.
XCOM 200	FOUNDATIONS OF INTERPERSONAL COMMUNICATION	3	School of Business	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
XCOM 225	FOUNDATIONS OF MASS COMMUNICATIONS	3	School of Business	This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.
XCOM 285	ESSENTIALS OF MANAGERIAL COMMUNICATION	3	School of Business	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

XECO 212	PRINCIPLES OF ECONOMICS	3	School of Business	This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.
XMGT 216	ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY	3	School of Business	This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.